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OVER 40 YEARS OF EXPERIENCE IN HIGHER EDUCATION

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LIBERAL ARTS AND SOCIAL SCIENCES  
ITALIAN LANGUAGE AND CULTURE  
SCIENCES  
CREATIVE ARTS  
DESIGN

**Lorenzo  
de' Medici** since 1973

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**The Italian  
International Institute**

Florence | Rome | Tuscania | Venice

**LdM Italy Main Office:  
Florence, Rome, Tuscania and Venice**

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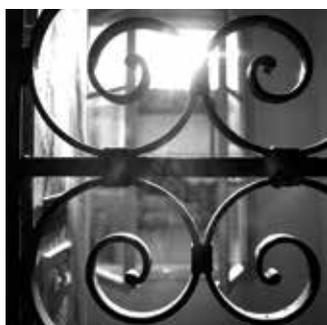
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## 1. GENERAL INFORMATION

### 1.1 MISSION

Istituto Lorenzo de' Medici is committed to delivering a high-quality international learning experience through which students advance along their formal educational paths, develop their creativity, realize their own potential, and empower themselves to impact the world around them. Experiential learning is LdM's main tool to foster students' future professional development.

## 1.1 CORE VALUES

### Learning

Istituto Lorenzo de' Medici upholds both traditional and innovative educational approaches and is dedicated to the empowerment of students as active participants in the learning process.

### Innovation

Istituto Lorenzo de' Medici prizes interdisciplinary projects and engagement with the professional sector as a way to ensure that its students achieve work-related skills necessary to meet the challenges of their respective fields.

### Diversity

Istituto Lorenzo de' Medici embraces diversity in its dynamic, international environment composed of faculty, staff and students from over 90 different countries.

### Engagement

Istituto Lorenzo de' Medici believes in community engagement and builds opportunities for meaningful interaction between students and the Italian community in which they live and study.

### Affirmation

Istituto Lorenzo de' Medici provides equal and open access to educational opportunities and promotes personal development and growth.



## 1.2 INTRODUCTION

In 2013 Istituto Lorenzo de' Medici celebrated its first four decades. During this time, the Institute has built a strong identity and a tradition which are represented in its mission and also in the lives of LdM students of different generations.

LdM began in 1973 as one of the first centers in Florence to specialize in teaching Italian as a foreign language. Later, the Institute branched out into Studio Art courses, and is now known as one of Italy's largest and most comprehensive institution for international education. After many years of success in Florence, we have expanded and opened campuses in Rome, Tuscany and Venice, giving students the opportunity to experience different aspects of Italy. LdM currently offers over 3,000 students a year the opportunity to live in the midst of Italian culture and share their study experience with others of different nationalities. Students attending LdM courses can gain credit towards their US degrees.

LdM has a faculty of more than 200 dedicated and qualified instructors from Italy and all over the world, and the Institute offers 500 different courses in Arts and Humanities, Design, Social Sciences and Communications, Psychology, International Business and Political Science, Studio and Performing Arts, Science and Italian Language. Classroom-based liberal arts courses supplement traditional teaching methods by using the unrivalled opportunities that Florence, Tuscany, Rome and Venice offer for investigating the history and cultural heritage of Italy and Europe in galleries, palaces, gardens, churches and museums. LdM programs stimulate and expand the potential individual creativity of students, providing them not only with the technical skills but also the conceptual insights necessary for the development of artistic talent. LdM prides itself on years of experience of offering professionally-oriented courses in Design, Archaeology, Studio Arts, Performing Arts and allied subjects. LdM's fully equipped facilities and cutting-edge methods enable students to enjoy direct learning and to experience Italy as "a classroom without walls".

LdM has enjoyed a long and fruitful collaboration with the University of Florence, not only in social events such as the

"Tandem" conversation exchange, but also in a variety of academic ventures. LdM has established agreements with the University of Florence Departments of Archaeology, Business and Economics, History, Art History, Music and Theatre (including Cinema and Filmmaking), as well as with the dedicated science campus or "Polo Scientifico" located at Sesto Fiorentino.

LdM Restoration students have restored paintings and sculptures, some by the greatest artistic masters of the Renaissance like Fra' Angelico, Ghirlandaio, Botticelli, Brunelleschi and Michelangelo. They also have the chance to take part in international expeditions, like the recent ones to Easter Island (Chile) to restore the ancient Moai sculptures. Studio Art students develop their visual skills through immersion in the exquisite beauties of the Italian countryside. Fashion students work on commercial projects, meet industry professionals and hold their own fashion shows, while Art, Photography, Graphic and Interior Design students work on professional projects. The most recent addition to the Florence Campus is Cucina Lorenzo de' Medici, the first school of culinary arts in the historic Mercato Centrale of Florence. A diverse group of professional chefs lead hands-on cooking courses, as well as seminars that explore in-depth themes such as the overall well-being related to a balanced diet, the evolution of cooking styles, the pairing of food and wine, and the importance of the agricultural food sector. Participants are in direct contact with the artisans who produce the freshest "Made in Italy" products and they learn first-hand how to observe, smell, taste, and appreciate their value and the history that surrounds them.

Additionally, LdM provides its students with a wide range of housing possibilities, student services, opportunities for travel and recreation, volunteer projects, student clubs, extra-curricular seminars and public conferences. The Institute aims to integrate formal university-level learning with an emphasis on personal growth, individual engagement, and community responsibility.







### 1.3 STUDIES AND PROGRAMS

LdM offers a large range of 3-credit courses during the semesters, one-month sessions in June and July, and a three-week term in January. In the belief that access to the language is an essential component of the experience of living in Italy, the Institute requires students enrolled in the semester program to take at least one Italian language course. Students may combine courses to suit their academic, professional and personal needs. For further details on our programs see section 5 "Programs of Study".

**All courses are taught in English, with the exception of Italian language courses.**





## 1.4 INSTITUTE SITES: Florence

As the birthplace of modern humanism, naturalistic arts and scientific inquiry, Florence was the cradle of Renaissance civilization, the place where Dante, Brunelleschi, Botticelli, Leonardo da Vinci, Machiavelli and Galileo changed forever the way we see the world. For centuries travelers and admirers of art and culture have fallen in love with this city and the countryside that surrounds it. Located in the heart of Tuscany, Florence is the ideal destination for those interested in studying humanities, art, design, Italian language and culture. Extraordinarily rich in history and ancient traditions, the city, with its world-famous artistic heritage, offers the student a wide spectrum of cultural events throughout the year. The city is also known for its exceptional cuisine, characteristic restaurants, ice-cream parlors, elegant shops, artistic workshops and traditional markets. As a thriving economic center with particular strengths in the fashion, luxury goods and tourist sectors, the city of Florence also offers its inhabitants the chance to investigate myriad aspects of the contemporary Italian world. In addition, Florence is an excellent location for access to other places in Tuscany, Italy and Europe.

Five Schools and over thirty Departments at LdM Florence permit study in a wide array of disciplines. Interior Design and Architecture courses engage students with the Italian tradition and innovation representing the last word in areas from furniture, residential design, and urban planning, to sustainability. Graphic Design students develop professional printing skills in a commercial printing center. The Department of Fashion Design, Marketing and Merchandising trains professionals in all segments of the fashion industry: the design students build the skills to conceive and create a complete collection, while the business students explore their field, from production to retail. Restoration has a consolidated tradition in educating conservators and restorers, who learn by working with authentic artworks, and who are able to move between technical and practical knowledge.



LdM Florence is located in twelve campus buildings (totaling 4,800 square meters) in the historic city center, right next to the thriving San Lorenzo market and church and close to transport facilities. Florence's unique architectural masterpiece, the Duomo, is within a short walk. Together, the LdM buildings contain a full range of facilities including numerous classrooms and large, specialized art studios. They also contain a cafeteria, courtyard garden, library, student point and computer center. The main LdM building in Florence is situated in Via Faenza and dates back to the 13th century. It originated as a convent connected to a medieval church, San Jacopo in Campo Corbolini. This church, now deconsecrated, was founded in 1206 and for its first century belonged to the Knights Templar. Rich in medieval frescoes and sculpture, the church has been restored to its original splendor, and serves as the setting for LdM conferences and receptions. Students and professors from LdM's Restoration Department were fully involved in the restoration of the church interior. The campus also includes an entire floor of the Palace of Palla Strozzi, built in the Renaissance, containing a student lounge and 13 newly renovated classrooms for Liberal Arts courses. This building on Piazza Strozzi connects LdM to another historical area of Florence which is also a kind of hub for the arts and commerce.





## 1.4 INSTITUTE SITES: Rome

The LdM Rome site offers an academically and culturally rich program to serious and motivated students seeking personalized study. Its mission is to give students a quality academic experience that will open their minds to new ways of thinking through their exposure to Rome. This is a small, personal campus in a big city, and students are assisted during their entire stay. Orientations, curricular and extra-curricular activities, courses and special events encourage them to engage in a true cultural and social exchange, and achieve an absorbing experience of growth and discovery.

The creation of this program represented a conscious decision to participate in the life, politics, and educational traditions that made Rome the wellhead of Western culture for millennia, and that still make it a crossroads of cultures. The experience of even a brief period in the Eternal City has captivated visitors and pilgrims for centuries. Whether the inspiration comes from a quiet spot in Rome's parks, from powerfully evocative ruins, from Renaissance or Baroque palaces, or from the awe-inspiring art of Vatican City, Rome continues to stimulate the senses and the mind. The unique history and resources of Italy's capital makes it an ideal place to study. Eight million residents live an extraordinary synthesis of cultures from Europe, the Mediterranean region, North Africa, and indeed the entire

world. Here the macrocosm of a large metropolis coexists with the microcosm typical of Italian life - from small lively neighborhoods to vast scenic piazzas.

LdM Rome is centrally located and can be easily reached from any part of the city by public transportation. The facilities, in a palace constructed after Italian unification, have been specially redesigned with fully functional instructional spaces including luminous studios and classrooms. While the program reflects the high standards established in LdM Florence, it attends to the special nature of Rome. LdM Rome students can choose from a variety of courses, with a particular emphasis on main areas such as Classical Studies, Art History, International Business, Film Studies, Psychology, Literature, and Italian Language. A STEM Program with courses in Biological Sciences, Chemistry, Mathematics, and Environmental Sciences is also on offer. The institute gives the opportunity of attending internships in Italian companies. Courses are connected to the resources of Rome, using the city as a classroom. Most courses include visits and lectures with guest speakers. LdM Rome has a green policy and actively promotes respect for the environment.





## 1.4 INSTITUTE SITES: **Tuscania**

The LdM program at Tuscania is based on a full-immersion concept that differs in emphasis from the Florence or Rome centers. Indeed, Tuscania preserves its identity as the years pass, unspoiled by the commercialization that can accompany mass tourism. Thanks to the size of the town and its geographic location, students live and study in a fully Italian environment. Integration in the community is fundamental to the program, encouraging students to create relationships in a cultural context that is different from their own. The curriculum has been designed to promote the historical, artistic and cultural qualities that make this part of Italy distinctive. Thus courses in history and archaeology focus on the Etruscan, Roman and medieval civilizations that are at the core of Tuscania's development, while courses in culinary arts reflect Tuscania's connection to the agricultural cycles and traditions of the region. The town is strategically positioned for visits to the beach, to volcanic lakes and hot springs, and to the nearby towns of Viterbo and Tarquinia.

The LdM Tuscania site stands in this historic hill town in Latium. Located in central Italy, south of Florence and not far north of Rome, Tuscania is close to the border with Tuscany, in the breathtaking landscape of the southern Maremma, land of golden fields and vast plantings of olive trees. The countryside around the town forms part of a nationally protected nature reserve. LdM collaborates with the University of Florence in the ongoing excavation of an ancient Etruscan site just outside Tuscania: one of the richest deposits of archaeological remains in the world.

Tuscania has been admired for centuries for its picturesque setting and landscape, medieval walls, cobbled streets and fine culture and food. Tuscania offers its visitors exclusive and surprising scenes: little squares, ancient churches, alleys, severe towers. The cathedral square is like an open-air salon where you can pause to enjoy the cool air coming from the 18th-century fountain. Filmmakers such as Pier Paolo Pasolini, Orson Welles and Franco Zeffirelli have chosen it for their films, while the town has also inspired numerous artists, painters, photographers and writers. In recent years



Tuscania has also developed a reputation as a center for new forms of contemporary expression and modern art, and its vital cultural life is reflected in a rich calendar of festivals and exhibitions. The LdM Tuscania premises are situated in the old town center, in a building incorporated in the medieval stone walls. The building was specially remodeled in order to provide modern, light-filled studios and classrooms as well as reading rooms, an exhibition space, a library, and a computer room. The facilities also include a courtyard and a fully equipped teaching kitchen for classes in Mediterranean cuisine. The LdM Tuscania program is committed to providing an integrated learning atmosphere to help creative individuals achieve the most out of their study abroad experience.





## 1.4 INSTITUTE SITES: Venice

LdM Venice offers students an opportunity to study in a historic setting in the city center. Courses use the extraordinary environment of Venice to stimulate students' skills, intellects and creativity, and respect high academic standards. The focus on the unique and manifold roles of Venice is made possible by expert local professors who guide students as they discover the city's exceptional resources and opportunities. Students who attend LdM Venice can choose among the Three Cities Program (spring semester) and the Venice Biennale Program. Venice's great artistic tradition stretches from Renaissance figures such as Titian and Palladio to the bold talents and international stage of the Venice Biennale contemporary art exhibition. The Marist-LdM Venice Biennale Program is an intensive summer experience that combines studio art and art history and offers participants a unique opportunity to explore and immerse themselves in the world's oldest and most prestigious art exposition. Course methodologies include a combination of on-site lectures, studio art workshops, and critiques designed to engage students in the exploration of contemporary art and culture.



## 1.5 MEMBERSHIPS, PARTNERSHIPS AND AFFILIATES



### Memberships

Istituto Lorenzo de' Medici (LdM) is registered and authorized in Italy by the Ministry of Education, (December 2, 1989); LdM is also accredited and recognized by the Tuscany Region as an educational institution (code n. FIO735, decree n. 2935, July 4, 2012).

LdM is approved by the US Middle States Commission on Higher Education as a branch campus of Marist College, with particular note on the quality of LdM facilities and academic environment. LdM is accredited by the CSN of the Swedish government, and it has been awarded the European quality certification ISO 9001:2008 by EQA (European Quality Assurance).

Association of International Education Administrators (AIEA)

Association of Schools Teaching Italian as a Second Language (ASILS)

College Consortium of International Studies (CCIS)

Council of Higher Education Accreditation (CHEA)

Eduitalia Consortium (EDUITALIA)

European League of Institutes of the Arts (ELIA)

Federation of European Schools (FEDE)

Forum on Education Abroad

International Association of Language Centres (IALC)

National Association of Foreign Student Advisors (NAFSA)

### Partnerships

LdM collaborates with the following institutions and organizations:

Abbey Complex of San Giusto

Assessorato alla Cultura Provincia di Viterbo

Assessorato alla Cultura Regione Lazio Comune di Toscana

CAMNES (Center for Ancient Mediterranean and Near

Eastern Studies)

Festival d'Europa

Florens 2010

Fondazione Palazzo Strozzi (Florence)

Istituto Venezia

Italian Institute for Asia and the Mediterranean (ISIAMED)

Kathmandu University (Nepal)

Mayor University (Santiago)

National Archaeological Museums of Lazio

National Conflict Resolution Center (San Diego)

Pablo Neruda Museum (Santiago)

"Paesaggi di Suoni" Tuscania

Rapa Nui National Park, Easter Island

Soprintendenza ai Beni Architettonici del Lazio

Teatro Comunale "Il Rivellino", Tuscania

Unip University (Brazil)

University of Florence

University of Viterbo

Restoration work by the LdM Restoration Department, whether for public or private institutions, is undertaken with the supervision of the Soprintendenza ai Beni Ambientali e Architettonici delle Province di Firenze, Pistoia e Prato (Pitti Palace) and of the Soprintendenza ai Beni Artistici e Storici delle Province di Firenze, Pistoia e Prato (Uffizi Gallery). The Department also collaborates with the Opificio delle Pietre Dure (Florence) and with the Comitato Tabernacoli (Florence), with the Soprintendenza ai Beni Artistici e Storici della Provincia di Trapani, with the Curia and the Museo Diocesano of Mazara del Vallo, with the towns of Rocca Imperiale and Laino Borgo, with the Curia of Cassano Ionio, with the Escuela de Artes Aplicadas of Providencia Santiago (Chile), with the Roman Catholic Archdiocese of Delhi (India), and the Diocese of Meerut/Dehradun (India).



## Affiliates and Collaborations

Academic Programs International (API)  
Accent  
Adelphi University  
Appalachian State University  
Ashland University  
Athena Study Abroad  
Bentley University  
Berry College  
Bethany Lutheran College  
Broome Community College (State University of New York)  
California State University Long Beach  
Canisius College  
Catholic University of Daegu (South Korea)  
Catholic University of Paris-Institut Catholique de Paris (France)  
Clemson University  
College Consortium for International Studies (CCIS)  
College for Creative Studies  
College of Staten Island of The City University of New York  
Columbia College Chicago  
Columbus College of Art & Design  
Eastern Illinois University  
Escuela de Artes Aplicadas de Providencia Santiago (Chile)  
European Heritage Institute (EHI)  
Framingham State University  
Geneva College  
Grand View University  
Gustavus Adolphus College  
High Point University  
Illinois State University  
International Institute of Fashion Technology (India)  
Iowa State University  
Instituto de Estudios Superiores de Tamaulipas, A.C. - Red de Universidades Anahuac (Mexico)  
Instituto Tecnológico de Monterrey - ITESM (Mexico)  
Kansas State University  
Keene State College  
Kyonggi University (South Korea)  
Lesley University  
Longwood University  
Marist College  
Marymount University

Minnesota State University - Mankato  
Molloy College  
Monmouth University  
Murray State University  
North Carolina State University  
Northeastern University  
Palm Beach Atlantic University  
Rowan University  
School of Fashion Technology - Pune (India)  
Select Study Abroad  
Sookmyung Women's University (South Korea)  
St. Lawrence University  
Suffolk University  
Summer Discovery  
Tarleton State University  
Texas Christian University  
Texas Tech University  
The School of the Art Institute of Chicago  
Towson University  
Toyo Eiwa University (Japan)  
UniEVANGÉLICA (Brazil)  
Universidad Anahuac Mexico Norte (Mexico)  
Universidad Anahuac Puebla (Mexico)  
Universidad Anahuac Queretaro (Mexico)  
Universidad de Monterrey - UDEM (Mexico)  
Universidad Tecmilenio (Mexico)  
Universidade Cruzeiro do Sul (Brazil)  
Universidade de Ribeirão Preto - UNAERP (Brazil)  
University of Hawai'i at Mānoa  
University of Illinois at Chicago  
University of North Carolina at Chapel Hill  
University of North Carolina at Greensboro  
University of Scranton  
University of the Pacific  
University of Wisconsin - Eau Claire  
University of Wisconsin - Oshkosh  
University of Wisconsin - Stout  
University of Wyoming  
Upper Iowa University  
Wells College  
Western Carolina University  
Winthrop University

## 1.6 LdM-CAMNES COLLABORATION

In Fall 2010 Lorenzo de' Medici began a distinctive collaboration with the Center for Ancient Mediterranean and Near Eastern Studies (CAMNES). The chief goal of this study center is to bridge international research and education in archaeology/ancient studies in order to promote the discovery of our roots and a better understanding of our time. CAMNES activities include professional and interdisciplinary education, conferences, symposia, publications, exhibits and public archaeology initiatives.

The CAMNES scientific committee comprises outstanding scholars and researchers (both established and emerging archaeologists and academics) whose experience addresses key areas of interest about the ancient past of the Mediterranean and the Near East. International in character, scholarly conferences are often partnered with major research bodies, and acts and papers have been published by noted presses in the field. For example, CAMNES organized, together with the University of Florence and the support of LdM, the 16th Symposium on Mediterranean Archaeology (BAR Archaeopress, Oxford 2013) as well as an important workshop on the Archaeology of Florence (Archaeopress Archaeology, Oxford 2015). In collaboration with the University of Siena, CAMNES also launched the first Roundtable on the Middle Paleolithic in Italy, in 2012. In August 2015 CAMNES, together with the Italian Ministry of Culture and Tourism and the University of Florence, is organizing the 11th International Congress of Egyptologists with the participation of over 700 delegates from all around the world.

CAMNES continues to develop archaeological research projects in Italy and in other countries (Turkey and Jordan). CAMNES and LdM have also established Field Schools where students learn and actively participate in a professional archaeological setting. Excavations are carried out at an Etruscan necropolis at Tuscania, and at the sites of Petra and the crusader castle of Shawbak in Jordan. CAMNES oversees the expanding departments of Archaeology and Classical Studies at all LdM sites, and coordinates the development of new study programs and courses. This collaboration shows the commitment of Lorenzo de' Medici to the understanding and enhancement of our past through archaeological heritage.

Website: [www.camnes.org](http://www.camnes.org)



## 2. ADMISSIONS AND REGISTRATION PROCEDURES

### 2.1 ADMISSION AND COURSE SELECTION

The completion of the registration process implies that the student understands all of LdM's policies and regulations and agrees to abide by them. It is required that applicants be at least 18 years old, have completed at least one year of college by the start of the program, and have a minimum 2.80 cumulative GPA. LdM requires students to have upheld good academic and disciplinary standing. Students whose first language is not English must provide proof of English proficiency in accordance with LdM's specifications. All students must make sure they will receive credits from their home institution for courses taken at LdM, including any new courses resulting from placement test/level adjustments.

A student's application is considered complete when the student has submitted all the required materials: application form (signed and completed), transcript from current college/university, passport size photos, and paid all the required fees. If any of the student's selected courses is unavailable (i.e., cancelled due to insufficient enrolment or full), the student will automatically be enrolled in their alternative course/section/program. Once LdM receives the original course registration form, the Registrar's Office will process and confirm the course selection. Late applicants will be considered only if their chosen courses are still available.

All course change requests, before and after arrival, must be supported by a strong academic reason. The Registrar's Office reserves the right to move students to a different section in order to balance course enrollment, or deny course change requests.

Students are required to take at least one Italian course during the semester. Italian language (ITL code) and Italian language and culture (ITC code) courses are equivalent in term of satisfying the LdM language requirement. Italian is optional during the January Intersession and Summer Sessions. Non-beginning students will take a placement test on-site to confirm their level. The Italian language placement test consists of a written exam, featuring progressively difficult questions, followed by a brief interview to evaluate comprehension and speaking skills. Students are responsible for reviewing previous course materials in accordance with the prerequisite of the class they are registered in. LdM reserves the right to move students into a different level based on the results of the placement test. Therefore students must be aware that their schedule is subject to adjustments.

Students requesting Intermediate or Advanced courses must check the course description and course schedule to make sure they meet all the prerequisites. Concurrent enrollment does not satisfy prerequisite requirements; the students must have completed the prerequisites before



arrival at LdM. If students do not meet the prerequisites, they must change their course selection. A level test will be administered at the beginning of Intermediate/Advanced level Studio Art and Design courses to confirm the student's level.

Lab fees and course materials are not included in the tuition costs. All Studio Art classes require students to buy their own materials, which can be bought on-site. We recommend that students consult the relevant course syllabus for a general idea of what is required for each class, though some details may vary over time. The cost of materials depends on the type of course. Most Studio Art, Design, Cuisine and Wine Appreciation courses require a lab fee. In addition, several courses from different departments require that students pay for visits and field trips as noted in the relevant course syllabi.

### 2.2 ADD & DROP AND FINAL REGISTRATION

Once at LdM students will not be allowed to change their program or location. Only one class can be changed after arrival depending on course availability. Students are required to contact their home institution to secure credit for added courses. Course changes are allowed only during the first days of classes. After the Add & Drop period, students will be able to drop a course with a "W" on their transcripts within the first nine weeks of the Semester Programs, the first two weeks of classes for the June and July Sessions, and the first week of classes for January. After these dates and before the "W/F" deadline, students may drop a course with a "W/F" grade.

## 2.3 APPLICATION DEADLINES

**Fall Semester:** June 15th

**Spring Semester:** November 15th

**January Intersession:** December 1st

**Summer Session I:** April 15th

**Summer Session II:** May 15th

## 2.4 ACADEMIC CALENDAR

### REGULAR SEMESTER, JANUARY INTERSESSION AND SUMMER TERMS

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#### FALL 2015

Tuesday	September 1	Students arrive/Housing check in
Wednesday	September 2	Orientation
Thursday	September 3	Orientation
Friday	September 4	Orientation
<b>Monday</b>	<b>September 7</b>	<b>Semester starts</b>
Mon-Fri	September 7-11	Add-drop week
Friday	September 11	Final Registration-Last day to add/drop a class with no record
Mon-Fri	October 19-23	Mid-term Exams
<b>Mon-Fri</b>	<b>October 26-30</b>	<b>Fall Break</b>
Monday	November 2	Classes resume
Friday	November 6	Last day to withdraw from a class with a W grade
Friday	December 4	Make-up day for December 8 classes
<b>Tuesday</b>	<b>December 8</b>	<b>Holiday: Immaculate Conception (Make up day: Friday December 4)</b>
Friday	December 11	Last day to withdraw from a class with a W/F grade
Mon-Fri	December 14-18	Final Exams
<b>Friday</b>	<b>December 18</b>	<b>Semester ends</b>
Saturday	December 19	Deadline for housing check out

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#### JANUARY INTERSESSION 2016

Saturday	January 2	Students arrive/Housing check in
<b>Monday</b>	<b>January 4</b>	<b>Classes Start/Orientation</b>
Tuesday	January 5	Add-drop deadline/Final registration
<b>Wednesday</b>	<b>January 6</b>	<b>Holiday: Epiphany</b>
<b>Friday</b>	<b>January 22</b>	<b>Classes end</b>
Saturday	January 23	Deadline for housing check out

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#### SPRING 2016

Tuesday	February 2	Students arrive/Housing check in
Wednesday	February 3	Orientation
Thursday	February 4	Orientation
Friday	February 5	Orientation
<b>Monday</b>	<b>February 8</b>	<b>Semester starts</b>
Mon-Fri	February 8-12	Add-drop week
Friday	February 12	Final Registration-Last day to add/drop a class with no record
Mon-Fri	March 21-25	Mid-term Exams
<b>Sunday</b>	<b>March 27</b>	<b>Holiday: Easter</b>
<b>Monday</b>	<b>March 28</b>	<b>Holiday: Easter Monday</b>
<b>Mon-Fri</b>	<b>March 28-April 1</b>	<b>Spring Break</b>
Monday	April 4	Classes resume
Friday	April 8	Last day to withdraw from a class with a W grade
<b>Monday</b>	<b>April 25</b>	<b>Holiday: Liberation Day (Make-up Day: Friday, April 29)</b>
Friday	April 29	Make-up day for April 25 classes
<b>Sunday</b>	<b>May 1</b>	<b>Holiday: Labor Day</b>
Friday	May 13	Last day to withdraw from a class with a W/F grade
Mon-Fri	May 16-20	Final Exams
<b>Friday</b>	<b>May 20</b>	<b>Semester ends</b>
Saturday	May 21	Deadline for housing check out

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## SUMMER SESSION I 2016

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Tuesday	May 31	Students arrive/Housing check in
Wednesday	June 1	Orientation
<b>Thursday</b>	<b>June 2</b>	<b>Holiday: Founding of the Republic</b>
<b>Monday</b>	<b>June 6</b>	<b>Classes start</b>
Tuesday	June 7	Add-drop deadline/final registration
<b>Monday</b>	<b>June 20</b>	<b>Break (Florence and Tuscania Programs only)</b>
<b>Friday</b>	<b>June 24</b>	<b>Holiday: S. John the Baptist (Florence program only)</b>
<b>Wednesday</b>	<b>June 29</b>	<b>Holiday: SS. Peter and Paul (Rome program only)</b>
<b>Thursday</b>	<b>June 30</b>	<b>Classes end</b>
Friday	July 1	Deadline for housing check out

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## SUMMER BREAK JULY 4-8

### SUMMER SESSION II 2016

Thursday	July 7	Students arrive/Housing check in
Friday	July 8	Orientation
<b>Monday</b>	<b>July 11</b>	<b>Classes start</b>
Tuesday	July 12	Add-drop deadline/final registration
<b>Monday</b>	<b>July 25</b>	<b>Break</b>
<b>Thursday</b>	<b>August 4</b>	<b>Classes end</b>
Friday	August 5	Deadline for housing check out

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## ACADEMIC CALENDAR FOR THREE CITIES PROGRAM SPRING SEMESTER 2016 (TUSCANIA / ROME / VENICE)

### Tuscania

Tuesday	February 2	Students arrive in Tuscania - Housing check in
Wednesday	February 3	Orientation
Thursday	February 4	Orientation
Friday	February 5	Orientation
<b>Monday</b>	<b>February 8</b>	<b>Classes start</b>
<b>Wednesday</b>	<b>March 2</b>	<b>Classes end</b>
Friday	March 4	Housing check out and transfer to Rome

### Rome

Friday	March 4	Housing check in/Orientation
Mon to Tues	March 7-8	Break
<b>Wednesday</b>	<b>March 9</b>	<b>Classes start</b>
Sunday	March 27	National Holiday (Easter)
Monday	March 28	National Holiday (Easter Monday)
<b>Tuesday</b>	<b>April 5</b>	<b>Classes end</b>
<b>Thursday</b>	<b>April 7</b>	<b>Housing check out and transfer to Venice</b>

### Venice

Thursday	April 7	Housing check in/Orientation
Fri to Sun	April 8-17	Break
<b>Monday</b>	<b>April 18</b>	<b>Classes start</b>
Monday	April 25	National Holiday (Liberation Day)
Sunday	May 1	National Holiday (Labor Day)
<b>Thursday</b>	<b>May 12</b>	<b>Classes end</b>
Friday	May 13	Housing check out and departure

# 3. INSTITUTE POLICIES

## 3.1 GENERAL POLICIES

**Policy of Non-Discrimination:** LdM does not discriminate on the basis of age, race, sexual orientation, religious beliefs, national or ethnic origins in the administration of admission policies, educational policies, and/or any of the academic and non-academic activities available.

In an attempt to be morally and academically fair towards all students, the administration of LdM bases its governing policies mainly on Italian standards with certain academic procedures adopted by US institutions.

**Students with Learning Disabilities:** Students with documented learning disabilities attending LdM programs may not be provided with the same accommodations offered by their home institution. One of LdM's goals, however, is to promote an environment of respect for all students. Based on current and official documentation of the disability, LdM provides assistance to these students. After official verification of the disability is on file in the Registrar's / Dean of Student's Office, one (or all when appropriate) of the following will be arranged: Italian language tutoring, administration of exams in separate classrooms, and extra time for completion of exams.

**Complaints Policy:** Istituto Lorenzo de' Medici is committed to providing quality teaching and student services. From time to time a student may not feel completely satisfied with his or her dealings with the institute. In the case of everyday academic issues that may be easily resolved, we encourage communication between students and their professors. For more serious complaints involving both academic and other issues, students are encouraged to speak to their advisor. If complaints cannot be resolved at this level they may be referred to one of the following, depending on the nature of the complaint: Dean of Students, Academic Committee, General Director.

## 3.2 RULES OF CONDUCT

### Introduction and General Clause

Lorenzo de' Medici takes seriously its academic mission of fostering the creative and intellectual potential of each of its students in an international environment that values tolerance and respect. We believe in the concept of informed decision-making and wish to promote healthy behaviour.

In order to maintain an atmosphere that nurtures this potential, Lorenzo de' Medici has established Rules of Conduct consistent with its goals and values.

By accepting admission to Lorenzo de' Medici, students are accepting the conditions as described in these Rules of Conduct.

These conditions apply to behaviour both on and off campus (e.g., in the city, bars, clubs and other meeting places), and also include behaviour in all LdM activities (e.g., LdM clubs, volunteer activities, etc.). These Rules apply also to students' behaviour in the apartment (or family) where they reside while attending Lorenzo de' Medici.

In addition, the Rules contained herein supersede other LdM publications or documents (e.g., housing flyers, residence life brochures or handbooks, etc.) Any changes to the terms and conditions of these Rules of Conduct will be communicated to students in writing and will replace the relevant portions of this text.

### 1) General Conduct

Each student is expected to:

- Act as a responsible member of the academic community, in language, personal interactions, and the treatment of property.
- Act honestly. Providing false information to an LdM faculty or staff member is not allowed.
- Treat others as they would like to be treated, and to recognize the inherent dignity and worth of every person in the community.
- Behave in classes according to the standards of a serious learning environment and be respectful of cultural norms and local etiquette. Disruption of teaching, study, administration or other Institute activities is not allowed.
- Adhere to safety, attire, and hygiene standards of the academic environment during in-class and out-of-class activities. This includes appropriate dress and footwear requirements during all practical courses (e.g., cooking courses, studio art, etc.) and the respect of local etiquette and public morals during class visits and academic fieldtrips (e.g., visits to churches, museums, etc.).
- Refrain from using computers, tablets, and mobile devices during lectures, unless instructed to do so by your professor.
- Avoid eating and drinking during all lectures and/or academic activities.
- Respect the personal and property rights of all other persons, of Lorenzo de' Medici itself, and of the community at-large. Students are not allowed unauthorized entry to, or use of, an LdM building, structure or facility. Attempted or actual theft of, or the unauthorized possession of, LdM property or property belonging to any member of the LdM community is strictly forbidden.
- Be responsible in helping keep yourself and the community safe.
- Work with the community to prevent vandalism, hate speech, physical violence and harassment.
- Acknowledge that we are all different – in social class, sexual orientation, religion, philosophies, ethnic groups, cultural background, physical abilities, and so on – and strive to understand one another and protect and affirm the right of all persons to be themselves.

### 2) Alcohol

Alcohol may be consumed, but not abused, by students who are of legal drinking age in their host country. All students are responsible for discouraging alcohol-related behaviour that is abusive to themselves or to others. Moreover, Lorenzo de' Medici considers drunkenness and intoxication in public, whether inside or outside the Institute's premises, unacceptable regardless of age.

LdM will not be held responsible for students' alcohol abuse and/or for any consequences arising from alcohol abuse.

Penalties for violating the alcohol policy of LdM include but are not limited to: warnings, probations, fines, parental notification, service projects, and educational sanctioning. It is hoped that education will help students understand more about the residual effects of alcohol both physically and socially. Alcohol violations may also result in suspension or expulsion from LdM. Penalties are levied on a per-person basis.

### **3) Drugs**

The possession, use or distribution of any substances that are considered illicit or illegal drugs or controlled substances is prohibited and is considered a violation of Lorenzo de' Medici Rules as well as Italian laws. Violators are subject to both disciplinary action by Lorenzo de' Medici and prosecution by the Italian authorities. Any drug infraction will be considered a grave violation of policy and will result in serious sanctions, up to and including expulsion from the program.

### **4) Assault and Fighting**

Assault, fighting, and similar behaviour are serious offences that are considered detrimental to students and to the name of the Institute. Students engaging in such behaviour are subject to disciplinary action by Lorenzo de' Medici and potential prosecution by Italian authorities.

### **5) Academic Dishonesty (Cheating and Plagiarism)**

The Institute makes every reasonable effort to foster honest academic conduct. Within a wider framework of mutual respect, students should act with integrity and honesty in their academics. Instances of suspected academic dishonesty are reported by faculty to the Dean of Students or designated LdM staff who investigates in consultation with the faculty member and the Academic Committee. Violations include cheating on tests, plagiarism, inadequate citation, recycled work, unauthorized assistance, or similar actions not explicitly mentioned here. The Dean of Students may determine the sanction of a grade of "F" for any coursework, exam, or project determined to be academically dishonest. Sanctions may also include, but are not limited to, academic probation, receiving a grade of "F" in a course, and/or expulsion from the Institute.

### **6) Privacy Policy**

a) The LdM privacy policy may be different from the privacy policy of the state where the students come from.

b) The LdM privacy policy is governed by Italian law.

c) In the event of a health concern or issue regarding the infringement of the Lorenzo de' Medici Rules of Conduct, the Institute reserves the right to notify a student's parents, legal guardian(s), educational program, and home institution regarding all information relating to the concern.

### **7) Confidentiality Policy**

If a student requests confidentiality, LdM officials must weigh that request against the Institute's obligation to provide a safe, non-discriminatory environment for its community members. If LdM honors a request for confidentiality, the student should understand that the Institute's ability to meaningfully investigate an incident and pursue disciplinary action may be limited.

### **8) Enforcement of the Rules of Conduct**

a) Determination of Violation. In the case of a possible violation of the Rules the following process will be followed. After a report is filed, the student will be required to meet with the Dean of Students or a designated LdM staff. This meeting will provide an opportunity for the student and the Dean or designated staff to discuss the possible violation. If the student does not admit to a violation, the Dean of Students or designated staff will decide whether the preponderance of the evidence shows that the student has violated Lorenzo de' Medici's Rules of Conduct.

b) Sanctions. In all cases involving a violation of any of these Rules, the Dean of Students or designated LdM staff may impose any combination of the following sanctions: oral or written admonition, written warning, probation, mandated counselling assessment, fines, withholding of academic transcripts, expulsion from Lorenzo de' Medici, or any other discretionary sanctions. Sanctions may be notified to the program or university to which the students belong and/or to the parent/s or guardian/s, at the Institute's discretion. Any sanctions by Lorenzo de' Medici do not necessarily signify that further sanctions cannot be forthcoming from the home institution.

In case of expulsion for conduct or academic reasons, the Dean of Students or designated staff will decide the timing and the modality of execution. From the moment that notice is delivered, the student will no longer be a student of LdM, and will be obliged to leave LdM without any form of refunding. The student will no longer have access to LdM services, premises or activities. The student will be obliged to vacate LdM Housing (if applicable). Students will receive an "F" in each non-completed course.

c) Appeals. In all cases involving sanctions, the student may appeal to the Board of Directors of the Institute on the grounds of insufficient evidence, violation of rights, or severity of the sanction. The appeal will be based on the record of the original meeting, unless new material evidence has been discovered since that time.

d) Disciplinary Files. Files involving violations of the Rules by students will be maintained for five years from the date of sanction. Personally identifiable information about individual students in these files will be protected.

### 3.3 ACADEMIC POLICIES

#### Introduction

Istituto Lorenzo de' Medici aims to foster an academic environment in which students are stimulated to reach their full academic potential and in which academic excellence is valued and nurtured.

#### Language

All courses are taught in English, with the exception of Italian language courses (ITL and ITC codes).

#### Course Load

The standard course load for semester programs is 15-16 credits. During Summer and January Intersession, the standard course load is 3-7 credits per session. LdM courses usually involve 45, 60, or 90 contact hours per term: see course descriptions for details. We recommend that students take the standard course load to help ensure a successful experience. Students must retain full-time status, with a minimum of 12 credits per semester and 3 credits per Intersession/Summer term. Students may not drop or withdraw (with a "W" or "W/F") from a course if it would bring them below the minimum number of credits. During short terms, non-credit offerings are available only in addition to credit-bearing classes.

#### Prerequisites and Level Tests

Various courses at LdM require students to have already completed specified prerequisites before the beginning of the program. Prerequisites are detailed at the end of course descriptions and are also available on the institute's regularly published schedules. Many studio art and design courses require students to take a level test upon arrival in order to confirm suitability for the course.

#### Grading System

The following grading system applies to all LdM courses:

A = 93 - 100%	A- = 90 - 92%	B+ = 87 - 89%
B = 83 - 86%	B- = 80 - 82%	C+ = 77 - 79%
C = 73 - 76%	C- = 70 - 72%	D = 60 - 69%

W = Withdrawal W/F = Late Withdrawal F = Fail

#### "W" - Withdrawal

Students who officially drop a class after Final Registration and before the "W" deadline will receive a "W" on their transcript. No credit will be awarded for the course.

#### "W/F" - Late Withdrawal

Students who officially drop a class after the "W" deadline and before the "W/F" deadline will receive a "W/F" on their transcript. No credit will be awarded for the course.

#### "F" indicates that:

- All the course requirements are complete but unsatisfactory by the end of the term.
- The student has dropped the course without submitting the official withdrawal form by the deadline.
- No credit will be awarded for the course.

**NOTE:** Courses that are officially dropped before Final Registration day will not appear on the student's transcript. Details regarding add/drop/withdrawal dates and procedures will be provided during the Orientation session of each term.

#### Pass/Fail and Incomplete

LdM does not offer Pass/Fail grades or Incompletes, only letter grades.

#### Auditing

Auditing is not allowed at LdM. Students may attend only the courses listed on their Official Registration form.

#### Attendance Policy

- Course attendance is a primary requirement for a responsible learning experience at LdM.
- Punctuality is mandatory. Students must arrive in class on time: any lateness or leaving class early will impact the participation grade and the Final Grade.
- Students are responsible for keeping track of their absences and for catching up on any missed work.
- For no reason (i.e., religious holidays, travel plans, family matters, etc.) will absences be excused.
- Make-up classes are always mandatory as part of the course program.
- Students will receive an "F" on each exam they miss.
- Students who leave LdM before the end of the term must fill out an Official Withdrawal Request form and return it to their advisor. Students who submit the form by the "W" Withdrawal deadline will receive a "W" for each non-completed course. Students who submit the form by the "W/F" Withdrawal deadline will receive a "W/F" for each non-completed course. Students who leave LdM without submitting the form will receive an "F" in each non-completed course. In all cases, students will not be eligible for credits or receive a refund.
- Students who absent themselves from courses will have their final grade penalized as indicated on the following table (p.29)

#### Italian National Holidays

As an Italian institute, LdM is obliged to follow the national criteria for holidays and religious festivals.

#### Mid-Term and Final Exams

Mid-terms and final exams will be given only on the scheduled days that appear on each course syllabus and will not be moved under any circumstances, including illness, religious holidays, travel plans, family matters, etc. Exams are scheduled during normal class times, so more than one exam may be administered on the same day. Students are not allowed to make up any assessed in-class activities they have missed (including but not limited to quizzes, tests, etc.) under any circumstances, including illness, religious holidays, travel plans, family matters, etc.

#### Transcripts

LdM transcripts are released by the Registrar's Office within one month after the end of each academic term. All classes registered for and grades received will appear on each student's LdM transcript regardless of their intent to transfer credits to their home institution. Students are responsible for understanding the LdM grading system and their home institution's minimum grade requirement for the transfer of credit. Detailed information about grading/evaluation can

<b>ITALIAN LANGUAGE / ITALIAN LANGUAGE AND CULTURE COURSES (ITL / ITC)</b>		
	Final grade lowered by one full letter when you have:	Final grade = "F" (No credit awarded) when you have:
3/4-credit courses meeting once or twice a week	3 absences	4 or more absences
6-credit courses	4 absences	5 or more absences
16-credit courses	See course syllabus	See course syllabus
<b>DANCE COURSES</b>		
	Final grade lowered by one full letter:	Final grade = "F"; No credit awarded:
All Dance courses	3 absences	4 or more absences
<b>THREE CITIES COURSES</b>		
	Final grade lowered by one full letter:	Final grade = "F"; No credit awarded:
All Three Cities Courses	3 absences	4 or more absences
<b>ALL OTHER COURSES</b>		
	Final grade lowered by one full letter:	Final grade = "F"; No credit awarded:
Courses meeting once a week	3 absences	4 or more absences
Courses meeting twice a week	4 absences	5 or more absences
<b>SUMMER COURSES</b>		
	Final grade lowered by one full letter:	Final grade = "F"; No credit awarded:
All other courses	3 absences	4 or more absences
<b>INTERSESSION COURSES</b>		
	Final grade lowered by one full letter:	Final grade = "F"; No credit awarded:
Italian Language Courses	3 absences	4 or more absences
All other courses	2 absences	3 or more absences
Science courses with laboratory, Field Schools, Workshops, Internships – see course syllabus for absence policy		

be found in the specific course syllabi. LdM reserves the right to withhold the transcript and/or housing deposit of students who violate contract agreements related to housing and/or academic issues (i.e., any balance or debt incurred) and/or whose behavior is considered detrimental towards the institute and other students.

#### **Academic Disputes**

A student who thinks that a grade has been assigned unfairly should bring this to the attention of the instructor during the term. Once the term is over, the Registrar's Office handles those issues. If complaints cannot be resolved at this level they may be referred to one of the following, depending on the nature of the complaint: Dean of Students, Academic Committee, General Director. In the case of a dispute, their decision shall be final.

#### **Right to Modify**

It is the policy of LdM to adhere to the rules, policies, procedures and course offerings that are announced. In exceptional cases, LdM nevertheless reserves the right to expand, delete, update or revise its course offerings, course content, and academic and administrative rules and procedures; to adjust course schedules and contact hours, and to modify any other information included in the catalogue and the course schedule whenever such changes are deemed necessary. Every attempt has been made to ensure that the information provided is correct.

## 4. CAMPUS LIFE

### 4.1 HOUSING

The apartment option is suitable for those who would like to live independently. Apartments are furnished and equipped with bed linens, towels, basic pots and pans, kitchen utensils, washing machine and TV. All apartments are provided with Internet service. They are not provided with a phone or air conditioning.

Apartments in Italy, especially in the historic centers, are all situated in antique buildings and therefore no apartment is alike. Although LdM maintains a standard for all apartments, there are differences in appearance, general condition and travel time from the institute.

The student shared apartments usually house 2-8 people. Students will not be able to choose their apartment or change roommate. Any roommate / apartment mate request must be specified on the housing agreement form. LdM does not have co-ed apartments. All apartments are NONSMOKING. They are not all located in the same building, but all buildings are within walking distance from the school facilities or easily reachable by public transportation.

The standard apartment bedrooms are double (2 single beds in the same room); single rooms are limited (in Rome only upon special request). If a student's room request cannot be honored due to space limitations, LdM will assign an accommodation according to availability.

Living in a family offers students an excellent opportunity to acquire a deep understanding of the host country. The program recommends the homestay to students who are committed to learning Italian, and to those who are motivated to strengthen their knowledge of Italian culture and family life. Students will be involved in the family's routine, having meals (breakfast and dinner, in Tuscania students are also offered lunch) and conversations daily.

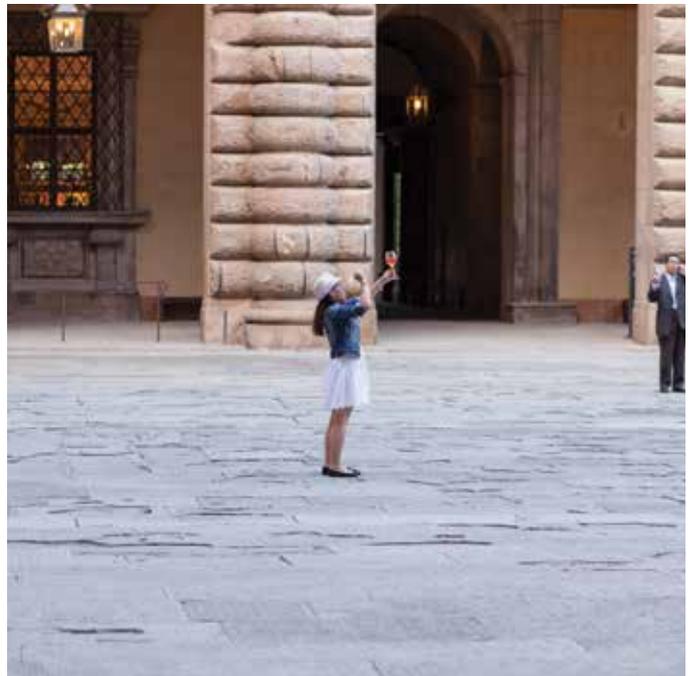
Please note that the rent period begins on Housing Check-in Day and ends on Housing Check-out Day. Housing is not provided during the winter break.

For further information please contact:  
**housing@lorenzodemedici.it**



## 4.2 CULTURAL AND RECREATIONAL ACTIVITIES

LdM provides its students exceptional recreational opportunities within and beyond the cities of Florence, Tuscany, Rome and Venice. These include guided visits to historic sites, social activities (e.g., dinners at characteristic local restaurants, allowing students to sample Italy's exceptional cuisine), seasonal festivals, special events and conferences, field trips, theatre, concerts, soccer matches, and much more. Florence and Rome have a large number of private gyms popular with visiting students, as well as facilities for track, basketball, soccer, swimming and other sports. Attendance to sporting events, especially Italy's famous soccer matches, is a major student attraction, as is visiting the famous shops and malls of Florence and Rome. Each of these locations is fortunate to have parks for walking, jogging, rollerblading and relaxing. Tuscany offers nature walks, individual trips to nearby towns and monuments, and activities such as bicycle tours and horse riding. In addition to course-related visits, Istituto Lorenzo de' Medici hosts regularly scheduled social events throughout the academic year. Florence, Tuscany, Rome and Venice are home to popular seasons of theatre, music, and cultural events.



### 4.3 STUDENT CLUBS

LdM is committed to encouraging all students to develop their intellectual, spiritual, cultural, social, vocational and physical capabilities. The LdM Clubs Coordinator, in collaboration with the Academic Advisors, coordinates and promotes leadership, community development opportunities, and participation in a wide range of LdM student clubs.

According to the philosophy of the Institute, LdM's main goal is the student's personal and spiritual growth, which can be strongly affected and improved by a cultural experience abroad. For this reason, the Institute has created student clubs, small associations where people with the same interests can develop their skills in a social environment. The aim of the student clubs is to offer an entertaining and enjoyable forum for making friends and learning new skills, while immersing students in Italian culture. LdM collaborates with a large number of Italian societies and associations in order to realize the full potential of students.

**The Student Clubs usually organized by LdM Florence are as follows:**

**Regions of Italy Club:** Students discover Italy's cultural variety through a selection of food, images and information about the Italian regions.

**Cinema Club:** Students receive an overview of the contemporary and historical Italian and European movie scene. A weekly film viewing will help students to better understand specific aspects of Italian life, culture, politics and society.

**Soccer Club:** Students participate in the local sporting environment and culture through local sports facilities and competitions.

**Slow Drink Club:** Students discover, understand and experience an important and sometimes misunderstood aspect of the Italian everyday life and culture: the art of drinking wine.

**Yoga Club:** Students practice yoga to better understand its mental and physical benefits.

**Pilates Club:** Students are introduced to the practice of pilates and build core muscles through exercise.

**Gazzetta Club:** Students remain on the cutting edge of what is happening all around Florence and Tuscany by researching, writing, editing, hunting news, taking photographs, etc. for the student magazine LdM "Gazzetta".

**Gazzetta Photographers Club:** Students' photography skills are stimulated and developed by offering visual support to interesting news, reports and stories.

**Ceramics Club:** Students are introduced to basic ceramic techniques and become familiar with modelling clay.

**Cooking Club:** Students learn how to make tasty, healthy and traditional Italian food.

**Choir Club:** Students share their passion for music and explore the potential of their voices while learning Italian songs.

In addition, at all four sites LdM offers various cultural activities that allow students to get to know the city and its surroundings.

At LdM Rome students have the opportunity to experience various different aspects of Italian life and culture, such as sports events, films, wine tastings and nature walks in the countryside through its Italian Club.

#### **VOLUNTEER ACTIVITIES** (in Florence and Tuscany)

LdM has developed relationships with various charities and organizations in order to provide contacts for students interested in volunteer work.

**Note:** Clubs are subject to change. A detailed list of available clubs will be distributed to all students.



## 4.4 STUDENT SERVICES

LdM offers its students a wide variety of services and facilities. These include the following:

**Health and Safety:** LdM facilities and buildings are fully insured and maintained in accordance with Italian and European Community health and safety regulations, fire equipment maintenance rules, and emergency procedures. An emergency plan has been formulated and is available upon request. The institute works closely with local police authorities concerning issues of mutual concern. All students are registered with the local police and are issued with an emergency telephone number which connects them with an LdM Advisor twenty-four hours a day, seven days a week.

**Orientation:** Students at LdM benefit from extensive orientation sessions aimed at helping them adapt to the new environment of the institute and of Italy on a range of different levels, as well as explaining essential information about academic needs and expectations, housing and Italian law.

**Student Advising:** LdM students benefit from the regular contact and support of an energetic and dedicated team of Student Advisors, who are accustomed to helping students adjust to the Italian environment. Every student at LdM is assigned a Student Advisor. Advisors help students with academic decisions (e.g. adding and dropping courses) and support their academic progress throughout their stay at LdM. They also offer a wide range of other advice and services, as well as organizing social and cultural events which enable students to get the very best out of their stay in Italy. For medical and mental health concerns, Advisors are able to refer students to counselors and physicians equipped to handle a wide range of situational, psychological and/or medical issues.

**Cafeteria/Bar:** The cafeteria at LdM Florence offers light lunches, sandwiches, rolls, pizza, sweets, cakes and hot and cold drinks. It is also a natural meeting place where students can sit and relax. LdM Tuscany, Rome and Venice offer students a student card which provides discounts at some local cafes and restaurants.

**Student Point:** All LdM sites offer students free access to computing and internet facilities as well as wireless internet connectivity.

**Library:** LdM's libraries enable students to complete their coursework successfully. The ever-growing collections have been built to cater directly to the needs of students and the subjects they study at LdM's different campuses. Students can consult books in the reading rooms and a limited number of books may be checked out.

**Italian Language and Culture:** LdM is committed to helping its students access and enjoy the world of Italian culture. Besides formal, credit-bearing Italian language classes, the Institute offers students free one-to-one Italian tutoring, the screening of Italian movies, and a conversation exchange project which matches LdM students with Italian university students wishing to improve their English.

**Excursions:** LdM offers its students weekend excursions around Italy every semester. Led by qualified LdM staff, these trips enable students to visit some of the most famous Italian cities and sites, including Venice, Rome, Alps and the Garda Lake, Capri, Sorrento and Pompeii as well as others outside of Italy, such as the French Riviera and Switzerland. All LdM sites offer many day trips to local natural and historical sites, as well as nearby cities in their respective regions.



## 5. PROGRAMS OF STUDY

### 5.1. ITALIAN LANGUAGE COURSES

Through its experienced Italian language faculty, LdM has been teaching Italian to US and international students for over 40 years. Instructors are highly qualified and regularly attend professional development seminars to ensure that teaching techniques are varied, professional and up-to-date. The small size of the classes enables each student to be an active participant in the learning process. Courses are enriched through local cultural activities. LdM is convinced of the value of Italian language classes as an essential component of the Study Abroad experience. LdM faculty has significant experience in helping students at all levels of Italian fluency. LdM offers Italian courses which count for 3, 4, 6 and 16 credits per term.

### 5.2 SEMESTER PROGRAMS

These programs vary in the weight given to Italian language, and allow students to choose how much time they wish to spend developing their language skills. Students are required to take at least one Italian language course during their first semester at LdM. Beyond the mandatory Italian language component, students choose between a vast selection of courses taught in English, satisfying personal preferences and the requirements of their degree programs.

#### **Students may choose from the following programs:**

3- or 4-Hour Italian language + Four Courses (15-16 credits)  
6-Hour Italian language + Three Courses (15-16 credits)  
16-Hour Italian language

#### **For special semester-long programs, see the following:**

5.7 Three Cities Program  
5.8 STEM Program (up to 18 credits)  
5.10 Certificate Programs

### 5.3 JANUARY INTERSESSION PROGRAM

The Intersession Program consists of three-week long courses. All courses, except Italian Language which is optional during short terms, are taught in English.

#### **Students may choose from the following programs:**

3- or 4-Credit Course  
Combination of Two Courses (6-7 credits)

### 5.4 SUMMER SESSION PROGRAMS

The Summer Session Programs consist of month-long courses in June and July. All courses, except Italian Language which is optional during short terms, are taught in English. Non-credit cuisine and wine tasting offerings are available in combination with credit-bearing courses.

#### **Students may choose from the following programs:**

3- or 4-Credit Course  
Combination of Two Courses (6-7 credits)  
Workshop (6 credits)  
Archaeology Field School (6 credits)

### 5.5 INTERNSHIPS

Lorenzo de' Medici credit-bearing internships offer the possibility to learn different aspects of working in Italy, a country known for its artisan and small business structure. Students get to know the characteristics and structure of the Italian workplace. Internships are unpaid.

Students participating in the internship program must fulfill the relevant prerequisites. The application for an LdM internship is due by the application deadline, along with the required supporting documentation (e.g. student's resumé, formal letter of intent, two reference letters, portfolio, writing sample, etc.). An on-site interview is required for all internships and the internship will be confirmed only after the interview, therefore choosing an alternate course is mandatory. Students taking an internship must retain full-time status.

Internship placement is a serious commitment and students must maintain a strong level of performance. A 3-credit internship corresponds to a minimum of 135 hours, including journals and papers, and requires 10-12 hours per week in the company. A 6-credit internship corresponds to a minimum of 260 hours, including journals and papers, and requires 20 hours per week in the company.

LdM arranges internships in the major churches and museums of Florence, in Communications and Journalism, Public Relations and Event Planning, Sport and Web Marketing, Advertising, Education, Non-Profit Management, Food and Wine Product Retailing, Fashion Design and Marketing, Jewelry and Graphic Design. In addition, students have the opportunity to carry out service learning (in Italian only). Placement opportunities are limited and vary on each campus.

### 5.6 PROFESSIONAL OPPORTUNITIES

The LdM Professional Opportunities Program in Florence offers students a non-credit experiential learning experience. It is similar to an internship, but it requires less time and is based upon the completion of one single project. Students collaborate with both the LdM Institute and local Florentine businesses, organizations and associations, and upon successful completion of the project they receive a certificate of participation. The Professional Opportunities Project gives students the opportunity to add international work experience to their resumé/curriculum vitae. Each professional opportunity has specific application requirements.

## 5.7 THREE CITIES PROGRAM

**FALL SEMESTER: Tuscania, Rome and Florence**

**SPRING SEMESTER: Tuscania, Rome and Venice**

This semester-long study abroad experience connects students to three diverse Italian cities, each with a distinct identity and culture; Tuscania, Rome and either Florence (in Fall) or Venice (in Spring).

Students spend one month in Tuscania followed by one month in Rome, and then they complete the experience in either Florence or Venice. They follow a structured program of five courses, including one in Italian language and culture. Please consult the specific **Three Cities Academic Calendar**, as dates differ from the standard LdM Academic Calendar.

## 5.8 STEM PROGRAM

The LdM STEM program in Rome offers students in sciences and related majors a unique educational opportunity. The sciences are evolving constantly, but their roots are deep. Staying up-to-date on the latest research and understanding the historic development of theories, frameworks and applications is equally important. For centuries, Italian researchers have delivered substantial contributions that often resulted in fundamental paradigm-shifts.

LdM's STEM program provides immersion in the long-standing scientific traditions Italy offers. Students broaden their knowledge in their fields and understand how scientific discoveries have influenced individuals and societies, contributed to historic and artistic developments and shaped our world.

The core of the LdM STEM program is a required course on Italy's contributions to modern sciences. Through the examination of important scientists from the Renaissance to the present, students explore the development of scientific thought and its historical connections. Students can then combine a selection of science courses that can vary each semester. In addition, students may choose among

a selection of general education courses. Italian language study is encouraged but no language courses are required.

Students advance their studies through rigorous science courses offered in collaboration with highly-recognized Italian institutions offering state-of-the-art teaching and research laboratories. The STEM program combines LdM's more than 40 years of excellence in abroad education with the expertise of research and science education established by these institutions in their respective fields. Students will also be exposed to the Italian education system and culture.

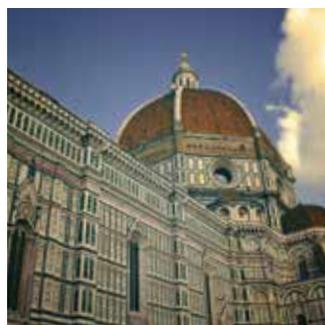
Rome offers the perfect setting for this integrated exploration of sciences and their histories and allows easy access to other significant locations in science development.

To enroll in the STEM Program, students list in their course selection the core course, the science courses and the general education courses they want to take.

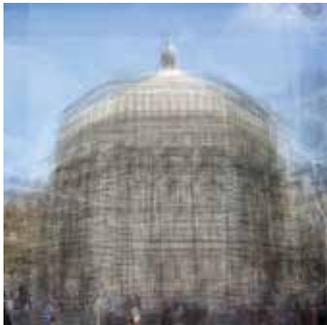
## 5.9 MARIST-LDM DEGREE PROGRAMS

Marist-LdM offers four-year credit-bearing undergraduate Bachelor Degrees for international students in the following subjects: Art History, Digital Media, Fashion Design, Studio Art, Interior Design, Conservation Studies, and Italian Language.

In continued partnership, Marist College and Istituto Lorenzo de' Medici introduced the Marist-LdM Graduate Degree Program in Fall 2010. This interdisciplinary advanced degree program, leading to an M.A. in Museum Studies, may be completed in one calendar year, and is designed to meet the academic needs of qualified students from around the world. Course descriptions appear in this catalog; see LdM website for further information about these programs.



# STUDENT ARTWORK



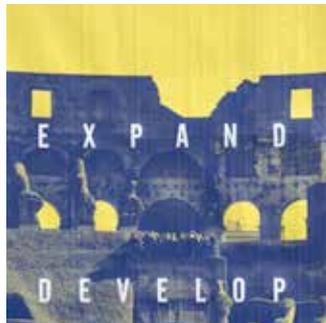
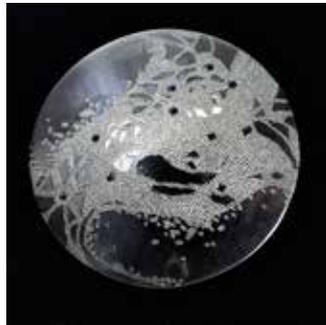
1. K Niemand
2. Askild Winkelmann
3. Monika Matczak
4. Jessica Ramser

5. Maxime Janssen
6. Justine Arinda Johnson
7. Elias Serham
8. Melinda Lian

9. Sofie Skonvall
10. Ellie Grossman
11. Askild Winkelmann
12. Amanda Larkins

13. Elias Serham
14. Irene Riojas
15. Irene Riojas
16. Patricia Rodriguez

## 5.10 CREATIVE ARTS AND DESIGN CERTIFICATE PROGRAMS



Istituto Lorenzo de' Medici offers Certificate Programs in a range of fields including art and design, restoration and conservation. The Certificate programs attract a diverse mix of students from all over the world. They are open to students seeking a semester, one- or two-year training program in a professional field. The emphasis is on creativity and the acquisition of technical and professional skills in a multi-disciplinary environment that encourages group projects and the sharing of ideas. Courses are taught by instructors with extensive professional experience.

Semester Certificates give students the opportunity to gather professional skills and theoretical foundations in their field of choice. These certificates address specific areas that introduce students to a variety of possible career options. Courses help students grasp the essentials and prepare to enter the relevant marketplace. Semester certificates consist mainly of three core courses and a choice of two out of three/four track courses. Italian language study is encouraged but no language courses are required. Sessions start in Fall and Spring semesters. Some courses may require advanced skills. Please check for prerequisites of individual courses in this catalog.

For One-Year Certificates, and Professional/Advanced Certificates, students may enroll in the selected program only for the complete academic year (two semesters). Students who have successfully completed the one-year Certificate may move into the Professional/Advanced Certificate (according to the program selected) completing a two-year program. The first semester of each program is offered only in the Fall and the second semester is offered only in the Spring. Students with prior knowledge of the selected field of study may be admitted to the second semester of the first year Certificate, after submitting a portfolio of their work to be assessed and approved.

Students applying for the Professional/Advanced Certificate Program must provide proof of a solid background in the selected area. An admissions committee will review the application and accept only those students who meet the entrance requirements.



## ONE-SEMESTER CERTIFICATES



### ART IN FOOD: ITALIAN GASTRONOMY CERTIFICATE

**Core courses:**  
ANT 198 F / CLT 198 F /  
NUH 198 F  
**Food and Culture**  
3 cr. / 45 hrs

NUH 220 F  
**Current Trends  
in Italian Cuisine**  
3 cr. / 45 hrs

NUH 245 F  
**Italian Food and Culture:  
Pairing Food & Wine**  
3 cr. / 45 hrs

**Track courses:**  
(students are required to  
choose two courses from  
the following)

ITL xxx F / ITC xxx F  
**Italian Language**  
3 cr. / 45 hrs

NUH 160 F  
**The Food of Italy**  
3 cr. / 45 hrs

NUH 250 F  
**Italian Cuisine:  
History and Practice**  
3 cr. / 45 hrs

NUH 234 F / PHO 234 F  
**Fundamentals of Food  
Design, Styling  
and Photography**  
3 cr. / 90 hrs

### BALANCE IN NUTRITION: THE ART OF COOKING CERTIFICATE

**Core courses:**  
NUH 280 F  
**Sustainable Food**  
3 cr. / 45 hrs

NUH 240 F  
**Topics in Nutrition:  
Italian Style Cooking**  
3 cr. / 45 hrs

NUH 232 F  
**Vegetarian Cuisine in Italy**  
3 cr. / 45 hrs

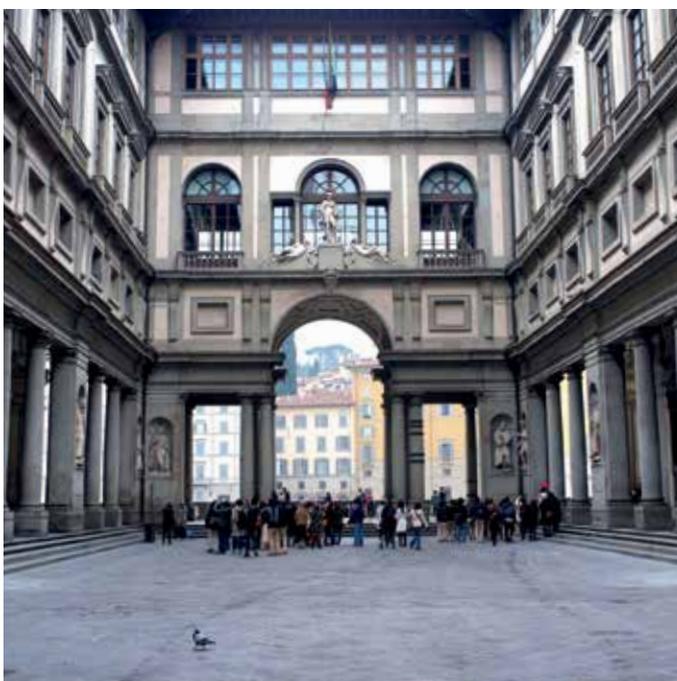
**Track courses:**  
(students are required to  
choose two courses from  
the following)

ITL xxx F / ITC xxx F  
**Italian Language**  
3 cr. / 45 hrs

NUH 220 F  
**Current Trends  
in Italian Cuisine**  
3 cr. / 45 hrs

NUH 249 F  
**The Science of Food,  
Health and Wellbeing**  
3 cr. / 45 hrs

NUH 245 F  
**Italian Food and Culture:  
Pairing Food & Wine**  
3 cr. / 45 hrs





**ARCHITECTURE  
IN URBAN CONTEXT  
CERTIFICATE**

**Core courses:**

INT 181 F  
**Technical Drawing**  
3 cr. / 45 hrs

ARC 320 F  
**Sustainable Architecture**  
3 cr. / 90 hrs

ARC 340 F  
**Architecture in its  
Environment**  
3 cr. / 90 hrs

**Track courses:**

(students are required to  
choose two courses from  
the following)

ARC 269 F  
**Public Space Design**  
3 cr. / 60 hrs

ARC 380 F  
**Architecture Studio:  
Special Topics**  
3 cr. / 90 hrs

ART 286 F / ARC 286 F  
**Contemporary Architecture**  
3 cr. / 45 hrs



**INTERIOR DESIGN IN  
CONTEMPORARY LIVING  
CERTIFICATE**

**Core courses:**

INT 181 F  
**Technical Drawing**  
3 cr. / 45 hrs

INT 250 F  
**Interior Design II**  
3 cr. / 90 hrs

INT 210 F  
**Design for Living Spaces**  
3 cr. / 90 hrs

**Track courses:**

(students are required to  
choose two courses from  
the following)

FAS 195 F  
**Textile Science**  
3 cr. / 45 hrs

INT 330 F  
**Lighting Design**  
3 cr. / 90 hrs

INT 380 F  
**Furniture Design**  
3 cr. / 90 hrs



**PRODUCT DESIGN TOWARDS  
SUSTAINABILITY  
CERTIFICATE**

**Core courses:**

INT 181 F  
**Technical Drawing**  
3 cr. / 45 hrs

INT 293 F  
**Product Design II**  
3 cr. / 90 hrs

INT 365 F  
**Sustainable Design**  
3 cr. / 60 hrs

**Track courses:**

(students are required to  
choose two courses from  
the following)

ARC 220 F / INT 220 F  
**Aesthetics of Design:  
Theory and Practice**  
3 cr. / 45 hrs

INT 240 F  
**Design Materials**  
3 cr. / 90 hrs

ENV 180 F  
**Introduction to  
Environmental Issues**  
3 cr. / 45 hrs



**VISUAL COMMUNICATION  
FOR FASHION  
CERTIFICATE**

**Core courses:**

FAS 100 F  
**Introduction to  
the Fashion Industry**  
3 cr. / 45 hrs

FAS 160 F  
**Fashion Illustration I**  
3 cr. / 90 hrs

GRA 280 F  
**Creative Processes in  
Visual Communication**  
3 cr. / 90 hrs

**Track courses:**

(students are required to  
choose two courses from  
the following)

PHO 185 F  
**Principles of Fashion  
Photography**  
3 cr. / 90 hrs

FAS 235 F  
**Visual Merchandising**  
3 cr. / 45 hrs

ANT 185 F / FAS 185 F  
**Anthropology of Fashion  
and Desirability: Beyond  
the Catwalk**  
3 cr. / 45 hrs



## ONE- and TWO-YEAR CERTIFICATES

### FASHION DESIGN CERTIFICATE

#### (Year 1) 1ST SEMESTER (FALL ONLY)

FAS 100 F  
**Introduction to the Fashion Industry**  
3 cr. / 45 hrs

FAS 150 F  
**Design Sewing Techniques**  
3 cr. / 60 hrs

FAS 160 F  
**Fashion Illustration I**  
3 cr. / 90 hrs

FAS 180 F  
**Patternmaking I**  
3 cr. / 90 hrs

FAS 200 F  
**Fashion Design Computer Principles I**  
3 cr. / 60 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

#### 2ND SEMESTER (SPRING ONLY)

FAS 195 F  
**Textile Science**  
3 cr. / 45 hrs

FAS 225 F  
**Fashion Consumer Behavior**  
3 cr. / 45 hrs

FAS 245 F  
**Fashion Illustration II**  
3 cr. / 90 hrs

FAS 250 F  
**Draping I**  
3 cr. / 90 hrs

FAS 355 F / JWY 355 F / INT 355 F  
**Trend Forecasting**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

### FASHION DESIGN PROFESSIONAL CERTIFICATE

#### (Year 2) 1ST SEMESTER (FALL ONLY)

FAS 220 F  
**Fabric Styling**  
3 cr. / 60 hrs

FAS 290 F  
**Patternmaking II**  
3 cr. / 90 hrs

FAS 325 F  
**Product Development**  
3 cr. / 45 hrs

FAS 340 F  
**Apparel Construction**  
3 cr. / 90 hrs

FAS 285 F  
**History of Costume**  
3 cr. / 45 hrs

#### 2ND SEMESTER (SPRING ONLY)

FAS 270 F  
**Knitwear I**  
3 cr. / 90 hrs

FAS 320 F  
**Draping II**  
3 cr. / 90 hrs

FAS 400 F  
**Collection Production**  
3 cr. / 90 hrs

FAS 335 F  
**Fashion Design Computer Principles II**  
3 cr. / 45 hrs

FAS 415 F  
**Fashion Employment Seminar**  
1 cr. / 15 hrs

### FASHION MARKETING AND MERCHANDISING CERTIFICATE

#### (Year 1) 1ST SEMESTER (FALL ONLY)

FAS 100 F  
**Introduction to the Fashion Industry**  
3 cr. / 45 hrs

FAS 225 F  
**Fashion Consumer Behavior**  
3 cr. / 45 hrs

FAS 160 F  
**Fashion Illustration I**  
3 cr. / 90 hrs

FAS 200 F  
**Fashion Design Computer Principles I**  
3 cr. / 60 hrs

FAS 215 F  
**Fashion Marketing**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

#### 2ND SEMESTER (SPRING ONLY)

FAS 195 F  
**Textile Science**  
3 cr. / 45 hrs

FAS 265 F  
**Retailing Management**  
3 cr. / 45 hrs

FAS 235 F  
**Visual Merchandising**  
3 cr. / 45 hrs

BUS 232 F / COM 232 F  
**Event Planning**  
3 cr. / 45 hrs

FAS 300 F  
**Fashion Buying Concepts**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

### FINE ARTS CERTIFICATE

#### (Year 1) 1ST SEMESTER (FALL ONLY)

PRI 120 F  
**Basic Printmaking**  
3 cr. / 90 hrs

PDM 130 F  
**Principles of Drawing and Composition**  
3 cr. / 60 hrs

SCU 130 F  
**Ceramics**  
3 cr. / 90 hrs

PDM 140 F  
**Foundation Oil Painting**  
3 cr. / 90 hrs

ART 186 F  
**Art History II: High Renaissance to the Present**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

#### 2ND SEMESTER (SPRING ONLY)

PDM 190 F  
**Fundamentals of Art and Design: Color Theory**  
3 cr. / 60 hrs

PRI 220 F  
**Etching**  
3 cr. / 90 hrs

PDM 260 F  
**Intermediate Drawing**  
3 cr. / 60 hrs

PDM 270 F  
**Intermediate Painting**  
3 cr. / 90 hrs

ART 370 F  
**Avant-garde and Modernist Art (1900-1950)**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs



## ONE- and TWO-YEAR CERTIFICATES

### FINE ARTS ADVANCED CERTIFICATE

#### (Year 2) 1ST SEMESTER (FALL ONLY)

SCU 160 F  
**Introductory Sculpture**  
3 cr. / 90 hrs

PDM 305 F  
**New Genres: Intermedia Arts Exploration**  
3 cr. / 45 hrs

PDM 340 F  
**Advanced Drawing I: Observation and Interpretation**  
3 cr. / 90 hrs

PDM 350 F  
**Advanced Painting I: Observation and Interpretation**  
3 cr. / 90 hrs

ART 310 F  
**Artists in Italy Today**  
3 cr. / 45 hrs

#### 2ND SEMESTER (SPRING ONLY)

SCU 170 F  
**Marble and Stone Sculpture**  
3 cr. / 90 hrs

PDM 390 F  
**Advanced Drawing II**  
3 cr. / 90 hrs

PDM 392 F  
**Advanced Painting II**  
3 cr. / 90 hrs

PDM 420 F  
**Major Project in Fine Arts**  
3 cr. / 60 hrs

ART 355 F / CLT 355 F  
**Images and Words**  
3 cr. / 45 hrs

### GRAPHIC DESIGN AND VISUAL COMMUNICATION CERTIFICATE

#### (Year 1) 1ST SEMESTER (FALL ONLY)

COM 182 F  
**New Media: Communication in the Digital Age**  
3 cr. / 45 hrs

GRA 170 F  
**Graphic Design**  
3 cr. / 90 hrs

GRA 185 F  
**Digital Graphic Techniques Fundamentals**  
3 cr. / 90 hrs

GRA 190 F / COM 175 F  
**Foundations of Visual Communication**  
3 cr. / 90 hrs

GRA 215 F  
**Web Design**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

#### 2ND SEMESTER (SPRING ONLY)

PDM 190 F  
**Fundamentals of Art and Design: Color Theory**  
3 cr. / 60 hrs

GRA 262 F  
**Workshop in Graphic Design**  
3 cr. / 45 hrs

GRA 295 F  
**Dynamic Web Design**  
3 cr. / 45 hrs

GRA 310 F  
**Graphic Design Project Development**  
3 cr. / 90 hrs

GRA 320 F  
**Web Animation**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

### GRAPHIC DESIGN AND VISUAL COMMUNICATION PROFESSIONAL CERTIFICATE

#### (Year 2) 1ST SEMESTER (FALL ONLY)

GRA 280 F  
**Creative Processes in Visual Communication**  
3 cr. / 90 hrs

GRA 305 F  
**Workshop in Creative Advertising**  
3 cr. / 45 hrs

GRA 315 F  
**Professional Blog Design**  
3 cr. / 45 hrs

GRA 325 F  
**Character Design**  
3 cr. / 45 hrs

GRA 330 F  
**Rendering Essentials**  
3 cr. / 90 hrs

GRA 290 F  
**Web Marketing**  
3 cr. / 45 hrs

#### 2ND SEMESTER (SPRING ONLY)

GRA 370 F  
**Motion Graphic Techniques**  
3 cr. / 90 hrs

GRA 382 F  
**Brand Design**  
3 cr. / 90 hrs

GRA 392 F  
**Mobile Web Design**  
3 cr. / 45 hrs

GRA 400 F  
**Graphic Design for Advertising**  
3 cr. / 45 hrs

GRA 405 F / INT 375 F  
**Computer 3D Animation**  
3 cr. / 90 hrs

GRA 360 F  
**Graphic Center Internship LdM Printing Center**  
3 cr. / 135 hrs

### INTERIOR DESIGN CERTIFICATE

#### (Year 1) 1ST SEMESTER (FALL ONLY)

INT 160 F  
**Interior Design I**  
3 cr. / 90 hrs

INT 170 F  
**Product Design I**  
3 cr. / 45 hrs

INT 180 F  
**Perspective Drawing and Rendering**  
3 cr. / 90 hrs

GRA 185 F  
**Digital Graphic Techniques Fundamentals**  
3 cr. / 90 hrs

INT 190 F  
**CAD for Interior Design I**  
3 cr. / 90 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

#### 2ND SEMESTER (SPRING ONLY)

INT 240 F  
**Design Materials**  
3 cr. / 90 hrs

INT 250 F  
**Interior Design II**  
3 cr. / 90 hrs

INT 290 F  
**CAD for Interior Design II**  
3 cr. / 90 hrs

ARC 202 F / ART 202 F  
**20th Century Design and Architecture**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs



## ONE- and TWO-YEAR CERTIFICATES

### INTERIOR DESIGN PROFESSIONAL CERTIFICATE

(Year 2)  
1ST SEMESTER  
(FALL ONLY)

INT 293 F  
**Product Design II**  
3 cr. / 90 hrs

INT 300 F  
**Retail Design**  
3 cr. / 90 hrs

INT 330 F  
**Lighting Design**  
3 cr. / 90 hrs

INT 350 F  
**Computer Rendering for  
Interior Design**  
3 cr. / 90 hrs

INT 365 F  
**Sustainable Design**  
3 cr. / 60 hrs

**2ND SEMESTER  
(SPRING ONLY)**

INT 360 F  
**Web Portfolio Presentation**  
3 cr. / 90 hrs

INT 370 F  
**Concepts and Strategies  
for Design**  
3 cr. / 90 hrs

INT 380 F  
**Furniture Design**  
3 cr. / 90 hrs

INT 390 F  
**Exhibit Design**  
3 cr. / 90 hrs

INT 400 F / CLT355F  
**Working Group Project in  
Interior Design**  
3 cr. / 60 hrs

### JEWELRY ART AND DESIGN CERTIFICATE

(Year 1)  
1ST SEMESTER  
(FALL ONLY)

JWY 150 F  
**History of Jewels  
and Their Symbolism**  
3 cr. / 45 hrs

JWY 155 F  
**Jewelry Design I: Drawing  
and Rendering Techniques**  
3 cr. / 90 hrs

JWY 180 F  
**Jewelry Making I**  
3 cr. / 90 hrs

JWY 195 F  
**The Professional Jewelry  
Designer**  
3 cr. / 60 hrs

JWY 215 F  
**Gemology**  
3 cr. / 90 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

**2ND SEMESTER  
(SPRING ONLY)**

JWY 170 F  
**Wax Carving and Casting  
Techniques**  
3 cr. / 90 hrs

JWY 235 F  
**Jewelry Design II**  
3 cr. / 90 hrs

JWY 255 F  
**Jewelry Making II**  
3 cr. / 90 hrs

JWY 270 F  
**Stone Setting**  
3 cr. / 90 hrs

FAS 355 F / JWY 355 F /  
INT 355 F  
**Trend Forecasting**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

### RESTORATION AND CONSERVATION CERTIFICATE

(Year 1)  
1ST SEMESTER  
(FALL ONLY)

RES 160 F  
**Fresco Painting  
and Restoration I**  
3 cr. / 90 hrs

RES 175 F  
**Painting and Polychrome  
Wooden Sculpture  
Conservation I**  
3 cr. / 90 hrs

RES 185 F  
**Drawing for Conservators**  
3 cr. / 90 hrs

CHM 135 F  
**General Chemistry I  
with Laboratory**  
4 cr. / 90 hrs

ART xxx F  
**Art History (to be selected  
by candidate)**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

**2ND SEMESTER  
(SPRING ONLY)**

RES 245 F  
**Historical Painting Lab I**  
3 cr. / 90 hrs

RES 260 F  
**Fresco Painting and  
Restoration II**  
3 cr. / 90 hrs

RES 275 F  
**Painting and Polychrome  
Wooden Sculpture  
Conservation II**  
3 cr. / 90 hrs

CHM 136 F  
**General Chemistry II  
with Laboratory**  
4 cr. / 90 hrs

ART xxx F  
**Art History (to be selected  
by candidate)**  
3 cr. / 45 hrs

ITL xxx F  
**Italian Language**  
3 cr. / 45 hrs

### RESTORATION AND CONSERVATION PROFESSIONAL CERTIFICATE

(Year 2)  
1ST SEMESTER  
(FALL ONLY)

RES 230 F  
**Theory of Conservation**  
3 cr. / 45 hrs

RES 340 F / CHM 340 F  
**Science for Conservators II**  
3 cr. / 45 hrs

RES 345 F  
**Historical Painting Lab II**  
3 cr. / 90 hrs

RES 360 F  
**Advanced Fresco Painting  
and Restoration**  
3 cr. / 90 hrs

RES 375 F  
**Advanced Painting and  
Polychrome Wooden  
Sculpture Conservation**  
3 cr. / 90 hrs

**2ND SEMESTER  
(SPRING ONLY)**

RES 140 F  
**Furniture, Wood Objects  
and Gilding Conservation**  
3 cr. / 90 hrs

RES 399 F  
**Special Topics  
in Restoration**  
3 cr. / 60 hrs

RES 400 F  
**Working Group Project for  
Painting and Polychrome  
Wooden Sculpture  
Conservation**  
3 cr. / 60 hrs

RES 405 F  
**Working Group Project for  
Fresco and Mural Painting  
Restoration**  
3 cr. / 90 hr

ART xxx F  
**Art History (to be selected  
by candidate)**  
3 cr. / 45 hrs

## STUDENT ARTWORK

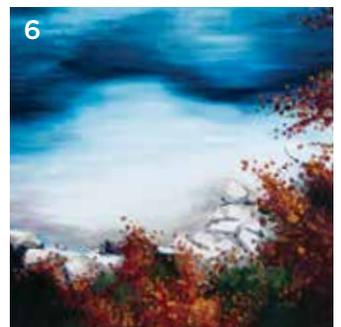
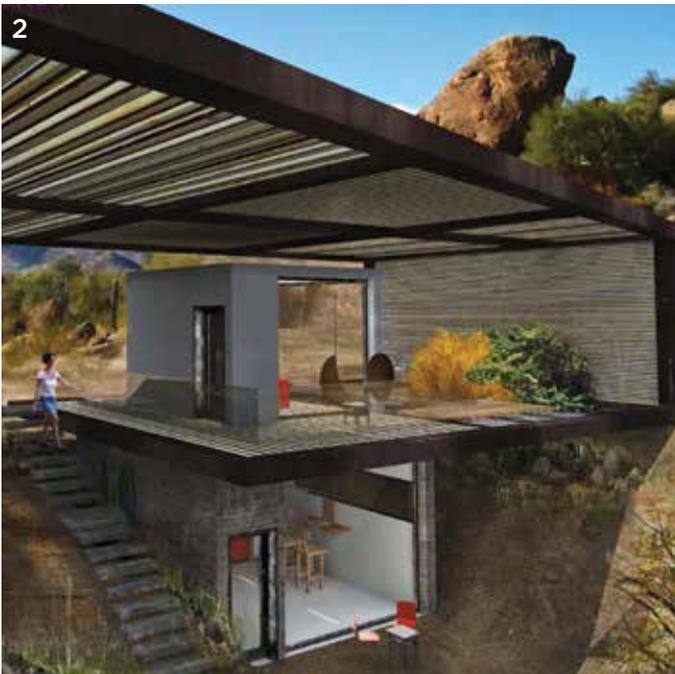


1. Justine Arinda Johnson  
2. Michelle Hallstrom

3. Audrey Magniette  
4. K Niemand

5. Amanda Larkins  
6. Kristen Livecchi

# STUDENT ARTWORK



1. Barbara Gonnelli
2. Andrea Oliveros
3. MarinaKyte
4. Laura Provost
5. Irene Riojas
6. Aimelie Moen



## 6 | FLORENCE | Course Descriptions

Welcome to LdM Florence! In the pages that follow, courses are divided first by academic School (School of Liberal Arts and Social Sciences, School of Italian Language and Culture, School of Sciences, School of Creative Arts, School of Design) and then by discipline (e.g., ANT - Anthropology, ART - Art History, BUS - International Business, etc.). Please consult the following table in order to see exactly which disciplines are offered at which site.

## Course Descriptions - Florence

	<b>School of Liberal Arts and Social Sciences</b>	<b>FLORENCE</b>	<b>ROME</b>	<b>TUSCANIA</b>
ANT	Anthropology	•	•	•
ART	Art History	•	•	
BUS	International Business	•	•	•
CLA	Archaeology and Classical Studies	•	•	•
CLT	Cultural Studies	•	•	
COM	Communications	•	•	•
EDU	Education	•		
ENV	Geography and Environmental Studies	•	•	
GND	Gender Studies	•		
HIS	History	•	•	•
LIT	Literature	•	•	•
MCT	Music, Cinema and Theatre Studies	•	•	•
PHR	Philosophy and Religious Studies	•	•	•
POL	Political Science and International Studies	•	•	
PST	Peace Studies	•	•	
PSY	Psychology	•	•	•
SOC	Sociology	•	•	•
WRI	Writing	•	•	•
<b>School of Italian Language and Culture</b>				
ITC	Italian Language and Culture	•	•	•
ITL	Italian Language	•	•	•
<b>School of Sciences</b>				
BIO	Biological Sciences		•	
CHM	Chemistry	•	•	
EVS	Environmental Sciences		•	
MAT	Mathematics	•	•	
<b>School of Creative Arts</b>				
FVM	Film, Video and Multimedia Production	•		•
NUH	Nutrition, Culinary Arts and Culture	•	•	•
PDM	Painting, Drawing and Mixed Media	•	•	•
PER	Performing Arts	•		•
PHO	Photography	•	•	•
PRI	Printmaking	•		
RES	Restoration	•		
SCU	Sculpture and Ceramics	•		
<b>School of Design</b>				
ARC	Architecture	•		
FAS	Fashion Design, Marketing and Merchandising	•		
GRA	Graphic Design	•		
INT	Interior Design	•		
JWY	Jewelry Design	•		



**6.1 | Florence**  
School of Liberal Arts  
and Social Sciences

## ANT - Anthropology

### Introduction to Anthropology

ANT 160 F  
Cr: 3; Contact hrs: 45

This course will introduce students to the wide range of social and cultural diversity that exists in the world in order to develop a comprehensive approach to thinking about the human condition. We will examine all aspects of human life through anthropology's sub-fields. These include cultural anthropology (the diverse ways of life, how people give meaning to their experiences), biological anthropology (the study of human evolution and adaptation), archaeology (the study of past human societies through their material remains) and linguistic anthropology (how language and symbols are used).

### Anthropology of Fashion and Desirability: Beyond the Catwalk

ANT 185 F; Dual listed: FAS 185 F  
Cr: 3; Contact hrs: 45

How are anthropology and fashion related? How can this social science help us in analyzing both Western fashion and global fashion trends today? How can artifacts become fashion? What is the relationship between fashion and art? How is beauty constructed in fashion and visual culture? And how are gender and the body represented? Such questions, of more than specialized interest, have been raised since fashion started to be studied in academia in the 1980s. This course considers the particular contribution of anthropology to the study of fashion as an academic discipline and hence to understanding fashion as a significant cultural expression. We will study how meanings are constructed in fashion and visual culture, using the cross-cultural and transnational framework provided by anthropological research. We will also consider how fashion interacts with material culture through the production and consumption of "fashion items," making fashion an interesting field of inquiry in the context of the anthropology of things.

### Archaeology Workshop

ANT 193 F; Dual listed: CLA 193 F; RES 193 F  
Cr: 3; Contact hrs: 45

This course combines an introduction to archaeology with hands-on work on 2500 year-old archaeological finds in LdM's Archaeology Lab. These finds have recently been unearthed in central Italy in the archaic settlement of Accesa, under the scientific direction of the University of Florence, and in the Hellenistic necropolis of Bosco della Riserva, near Tuscania, where an excavation project is being conducted by LdM. Students will learn what happens to the finds once they leave their recovery contexts and arrive in Florence: here, under the expert guidance of the instructors, students will be involved in the fundamental activities of restoration, conservation, documentation, study and storage of the finds. This course will also give students a general survey of the evolution of the discipline of archaeology over time and it will introduce them to the ancient Etruscan civilization, which forms such an important part of Italy's culture and heritage. Students will also have the opportunity to sign up to the summer workshop in Tuscania which operates directly at one of the archaeological sites.

### Food and Culture

ANT 198 F; Dual listed: CLT 198 F; NUH 198 F  
Cr: 3; Contact hrs: 45

If "you are what you eat", just why do you eat the way you do? This course considers the relationships between the multiple meanings of food and the acts of preparing and eating food, and further explores food and personal and social identity. Students will examine why different people make different food choices in their daily lives, why individuals from certain social classes will avoid or esteem particular foods, and in general how food serves as a factor in self-definition. Because a person's attitude toward food can reveal not just personal identity traits but a whole food ideology, this course will also analyze the role of food in the construction of ethnic identity, in the display of religious beliefs, and in the negotiation of gender roles. Students learn how cultures and values are transmitted

and preserved through food. Through personal essays and the interdisciplinary secondary literature, students will be guided to analyze the complex and fascinating relationships between people and food, helping them to understand how cultures (including their own) ultimately determine all human food choices.

### Anthropology and Development

ANT 200 F; Dual listed: PST 200 F  
Cr: 3; Contact hrs: 45

The course provides an up-to-date and in-depth understanding of anthropological perspectives on policy and practice in contemporary international development aid, and gives a theoretical overview of the relationship between development aid and anthropology. Students explore the contribution of anthropology to contemporary development aid debates, on poverty, human rights, violence and complex emergencies, and the "market" as a core metaphor of globalized development. The politics of humanitarian aid, shifting aid frameworks, and concrete intervention programs in developing countries will be examined, bridging the disparate worlds of planners of international agencies and beneficiaries of poor countries. Concepts and debates are then probed further through examination of real study cases of development projects in Africa and South America, with the contribution of international consultants working in the sector of humanitarian aid and development cooperation. Simulations of "participatory methods" will be also included as a manner of exploring the meaning of the key concepts of community development, popular "participation" and "empowerment."

### Anthropology of Violence and Conflict

ANT 230 F; Dual listed: PST 230 F  
Cr: 3; Contact hrs: 45

The course aims to analyze the dynamics of conflict in social and cultural relations and to investigate the circumstances under which violence - in differing forms, scales and meanings - may erupt and substantially affect the structuring of "human" experience. The underlying assumption is that while conflict can play a positive role in social life, by no means the same can be said of violence. Concomitantly, different theoretical approaches will be presented to the students, showing historical, cultural and political contexts in which conflicts and violence may take forms that threaten moral, political and cultural order as represented by states, ethnic groups and communities. Among the fundamental questions looming over the course are the reasons why violence seems not to be eradicable from human life, and why the globalization process, far from paving the way for a more just and peaceful world, seems rather to have unleashed "obscure" forces hurling humanity in an ever-growing spiral of violence. The course is structured into four main parts. The first part provides a comprehensive phenomenological framing of violence and conflict within human experience in general, the tradition of Western thought, and also the relationships between cultures. The second part concentrates on how conflict and violence affect political constituencies and democratic orders in a constitutive manner. The third part goes into more depth by articulating conflict and violence in terms of a phenomenology of "exclusion(s)." The fourth and final part of the course addresses the crucial issue of the transformation of conflict and violence by analyzing two main socio- and politico-anthropological categories: peace and reconciliation.

### Anthropology of Religion: Death and Ritual in the Past

ANT 252 F; Dual listed: CLA 252 F  
Cr: 3; Contact hrs: 45

Religion is a complex subject which can be addressed from a number of different perspectives. Anthropology deals with the social dimension of religion, both in contemporary and ancient societies. The latter are ideal avenues for investigating this topic because of the direct link between beliefs and practices in all different aspects of life. This course aims at pursuing an investigation of religion in relation to that fundamental cultural theme which is death, in the context of ancient societies, by using archaeological data and historical sources. To achieve this goal, the course will be subdivided into two parts: the first

will focus on theoretical and methodological issues related to the study of religion and ritual practice while the second will address specifically the question of how ancient societies dealt with death and treated their dead. Questions regarding beliefs, rituals and practices upon death and beyond will be explored by referring to specific study-cases across the Mediterranean and the Ancient Near East, from prehistoric societies until the beginning of the classical period.

### **Contemporary Anthropology: Words and Action**

ANT 260 F  
Cr: 3; Contact hrs: 45

Anthropology is the study of humankind. Its subject matter is often quite "exotic." In fact, anthropologists study the traditions and the belief systems of remote and, often primitive, non-western societies. As such anthropology is the science of the far-away, cultural Other. In a sense, we all do anthropology because we are all curious about other people around the globe. Still, the aim of anthropology is also to advance knowledge of ourselves and of where we may go in the future. The scope of the present course is to focus and to engage with contemporary phenomena and problems, such as: globalization, insecurity, violence, vulnerability, technological advances and (social) media. These topics will be explored and discussed in relation to language, the main trait of the human species. Hence the principal focus of this course will be on linguistic anthropology. However, since language contributes to the reproduction, transmission and transformation of culture, it must be studied from within a broader perspective, i.e. the transformation of contemporary society and culture.

Language is constitutive of who we are, but is also deeply intersubjective: when we speak we always address the other. It is also an extremely powerful tool that can be used both to empower and oppress. Violent words and hate speech enjoy a particular privilege in our contemporary society. This kind of "toxic" language also informs, constrains and motivates our actions and relationships in the world. The course will bring students to explore the ethical, political and environmental implications of this language of violence, with the ultimate aim of exploring and developing an alternative discourse. The underlying pedagogical philosophy of this course is the advancement of the students' personal growth (empowerment) by making them less dependent on the thought of others and by learning them to think critically. To this purpose students will write an autobiographical narrative on a personal experience and create (in small groups) a short film depicting situations of ordinary life in Florence. In this way, they will learn to listen to themselves and the world around them while relinquishing their own predetermined ideas and judgments.

### **Co(ok)quinarius: Ancient Sources of Italian Cuisine**

ANT 264 F; Dual listed: CLA 264 F; NUH 264 F  
Cr: 3; Contact hrs: 45

Co(ok)quinarius, which takes place within the fascinating context of the Florentine Central Food Market, explores the main elements of ancient Mediterranean food culture as the forerunner of modern Italian cuisine. Students learn to understand, prepare, taste, and evaluate ancient Etruscan, Greek, Roman as well as Near Eastern dishes within their social dimensions and cultural perspective. Starting from the distinction between consumption of food and use of food, students explore Etruscan, Greek and Roman culinary traditions. Topics include the meanings of food, its social dimensions, the history of specific commodities; everyday eating habits and etiquette; rituals and taboos. This knowledge permits the class to accurately understand, recreate, cook, and taste ancient recipes. During interactive lessons students will improve their practical skills, learn how to prepare different recipes, and develop their knowledge of both the theory and practice of food anthropology. Students will be able to recognize and appreciate ancient traditions and to link them to modern cuisine and interests.

### **Anthropology of Art**

ANT 265 F; Dual listed: ART 265 F  
Cr: 3; Contact hrs: 45

Art is a human universal, and for this reason it can be understood and studied as a characteristic of our species, like other products of human evolution. At the same time, art is also a sociocultural product and a personal creation: it is a place where biology and evolution intersect with culture viewed in terms of both social dimensions and individualized expressions - psyche, personality and choice. Such a complex reality can best be comprehended and appreciated in its entirety through the holistic approach offered by anthropology, by analyzing every dimension of art: evolutionary, sociocultural, historical and psychological. The course is structured in two parts: during the first half we will explore the emergence of art and creativity in the human species, gathering data from the many disciplines that are involved: paleoanthropology, primatology, neurosciences, and evolutionary psychology. During the second half of the course we will explore the sociocultural aspects of art and creativity, using many different ethnographic sources. Students will have the opportunity to test the theories developed in class by exploring Florence as their research field: they will meet with local artisans, artists, and gallery owners, discussing the topics they explore in class with people who are directly engaged with art and creativity.

### **Intercultural Communication**

ANT 290 F; Dual listed: COM 290 F  
Cr: 3; Contact hrs: 45

The course, which introduces students to the basic patterns of cross-cultural psychology and communication, proposes an analysis of communication behavior in interpersonal and intercultural, individual and group environments. Along with a study of the influence of culture on identity, viewpoints, and communication, it progressively proposes all the theoretical concepts that are necessary to analyze communication in an interpersonal and intercultural context. Topics include: common communication difficulties, communication roles and proxemics. Special emphasis is placed on rituals, message patterns, clothing, myths, ideologies, and on the influence of the mass media on our cross-cultural representation of reality.

**Prerequisites:** Junior standing

## **ART - Art History**

### **History of Architecture**

ART 165 F  
Cr: 3; Contact hrs: 45

This course surveys the major periods and key monuments in the history of architecture from antiquity to the present, focusing on the Western world. Emphasis is on the historical periods from classical antiquity through the Middle Ages, Renaissance, Modern Age, and contemporary developments. It examines representative monuments and architects from ancient Greece (the Parthenon in Athens) to the present day. The architect's pursuit of changing ideas of beauty is a leitmotif that links the development of architecture with such masters as Iktinos, Brunelleschi, Borromini, and Le Corbusier. Typologies, materials and construction technology, theory, urbanism, and cultural context, are addressed. The course also explores the great variety of architectural traditions, orders, styles and movements. By experiencing actual buildings of various periods in the urban context, students learn how to critically analyze a work of architecture.

### **Art History I: Antiquity to Early Renaissance**

ART 180 F  
Cr: 3; Contact hrs: 45

This course is a survey of the visual arts in Western Europe, from ancient Greece to the Early Renaissance. Throughout this course students encounter the principal monuments, artists and themes in painting, sculpture and architecture, and discover the changes in styles and taste in this period. The course explores the historical, philosophical and cultural contexts essential to understanding the visual arts and the impact they have had through the ages. Great importance

is given to the interpretation of subjects and symbols, to the different techniques and styles used by artists, and to the role of public and private patrons. On-site teaching provides the

incomparable experience of studying important works of art and architecture first-hand. The material is approached as an introduction to the discipline of art history, with the aim of fostering appreciation and the desire to further investigate this field.

## Art History II: High Renaissance to the Present

ART 186 F  
Cr: 3; Contact hrs: 45

This course is a survey of the visual arts in Western Europe, covering the early 16th century through the present. Throughout this course students encounter the principal monuments, artists and themes in painting, sculpture and architecture, and discover the changes in styles and taste in this period. The course explores the historical, philosophical and cultural contexts essential to understanding the visual arts and the impact they have had through the ages. Great importance is given to the interpretation of subjects and symbols, to the different techniques and styles used by artists, and to the role of public and private patrons. On-site teaching provides the incomparable experience of studying important works of art and architecture first-hand. The material is approached as an introduction to the discipline of art history, with the aim of fostering appreciation and the desire to further investigate this field.

## The Built Environment of Florence

ART 201 F; Dual listed: ARC 201 F  
Cr: 3; Contact hrs: 45

This course will explore the factors that have led to the development of Florence, its architecture and open spaces. The construction of the city up to the architecture of the 19th century will be studied from the architectural and historical points of view. This course is divided into lectures in class, walking tours, visits, field trips and sketching on site, all fundamental for the understanding of the city. We will draw on the parallel history of the town of Florence to understand the growth of the city, but the main interest will be on the architecture and the way it developed. To better understand the historical development of the city the course will also focus on the history, the artistic productions of the time, the philosophical currents and the powerful families that ruled and determined different architectural choices.

## 20th Century Design and Architecture

ART 202 F; Dual listed: ARC 202 F  
Cr: 3; Contact hrs: 45

The aim of the course is to give the students the instruments and methodology to understand and recognize interior design styles. During the lessons the students will become familiar with the work of the outstanding masters that often applied their talent to the small scale (object or interior design) as well as to the large one (architecture) from the mid 19th century to 1960. Because interior design is so strongly related to object design and architecture, the course analyses the history of these three fields as a whole, from the industrial revolution to the present time, by studying the influence of society, art, economy, political events and scientific and technological discoveries. The course provides students with the tools for understanding new and innovative elements that a new trend introduces and for keeping updated with the latest news in this ever-changing field.

## The Nude in Modern Art

ART 225 F  
Cr: 3; Contact hrs: 45

Since the beginning of art history, the human body has fascinated countless generations of artists, becoming since ancient times the supreme form of artistic expression. The nude became a genre in itself, used to represent religious and mythological figures, gods and goddesses, legendary heroes and even ideas, despite the negative reaction that sometimes followed the unveiling of the work. But if for the more conservative the nude was scandalous and sinful, for the artist it was an expression of freedom and human beauty and sensuality, of the pureness of being. The nude in the history of art is thus a subject both

traditional and transgressive, with broad implications for our understanding of art and humanity. This course explores these themes with special attention to the period from the late 18th century to the late 20th century.

## The World of Museums: Museology

ART 230 F  
Cr: 3; Contact hrs: 45

The aim of this course is to provide an integrated approach to museum theory and practice in Italy. It will consider museum definitions and classification, and the century-long history of art collecting, examining the various forms and meanings of gathering beautiful, precious or even curious objects in various places, including the creation of world-famous museums such as the Uffizi or the Louvre. The concept of cultural heritage will be analyzed, considering its increasing value for society, as well as the legal and ethical issues involved. The course will also provide the student with the basic knowledge of the main issues in museum curatorship: research, methods of documentation, cataloguing systems, display, basic communication techniques, the importance of education in museums, preventive and remedial conservation of collections, environmental monitoring and control, safety plans and storage systems.

## Mysteries and Sacred Knowledge in Architecture

ART 243 F; Dual listed: PHR 243 F  
Cr: 3; Contact hrs: 45

This course explores the architecture of various past cultures relative to their belief systems, and links this to contemporary practice. It reads buildings and spaces as the products of diverse forms of special sacred knowledge or wisdom, whose language can be reconstructed, understood, and enjoyed. Key themes include: esotericism; concepts of harmony, proportion and geometry; numerology; astrology and cosmology; the architect as creator; symbolism; ornament. Cultures examined include ancient Egypt, classical antiquity (Greece and Rome), ancient India (vaastu), ancient and modern China (feng shui), medieval, Renaissance and Enlightenment Europe. From the proportions of a pyramid to a freemason's lodge, from the capitals of a cathedral to the planning of a residence or square in ancient or Renaissance Rome, the course seeks common elements that may connect all cultures. Students discover new interpretative keys that offer profound perspectives on the art and craft of architecture, from antiquity to today.

## Palaces of Florence

ART 245 F  
Cr: 3; Contact hrs: 45

The aim of this course is to introduce students to the history of the palaces of Florence from 13th to 17th centuries. Public and private palaces had an important role in the life of the city through the centuries, and, by studying them, students will have the opportunity to understand not only the development of their architectural style, but also the social, economic, cultural, and political history of Florence, in an interdisciplinary approach to the subject. Students will study the evolution of Florentine palaces directly in front, and inside, of the buildings: many of the lessons will be held on site, and site visits form a crucial dimension of the learning experience.

## Architectural History: Italian Urban Design

ART 248 F; Dual listed: ARC 248 F  
Cr: 3; Contact hrs: 45

The course embraces ancient design to modern Italian urban landscape, analyzing the formal layout as well as the cultural and social background of Italian cities. Students will study Etruscan and pre-Roman towns, Roman imperial towns, medieval and Renaissance towns, the Baroque environment, the cities of the 19th century, new towns which were developed during the Fascist era, post-war reconstruction, and contemporary town planning. The aim of the course is to give students the tools to "read" the landscape of Italian towns as complex environments created during a long phase of different superimposed urban textures.

## Lost Symbolism: Secret Codes in Western Art

ART 255 F; Dual listed: PHR 255 F  
Cr: 3; Contact hrs: 45

The course focuses on the links between artworks and astrology, alchemy, geometry, numerology, and selected philosophical themes in Western art between 1300 and 1800. Art has served various functional and aesthetic purposes in different cultures and periods. In some eras art has also embodied a symbolic language, mysterious to the majority but highly significant to the minority able to read or decode it. For example, what we may call the secret messages of certain paintings and sculptures of past centuries can be interpreted in terms of astrology. A specific field of art history, iconography, studies subject matter, symbolism, and signification in works of art. Students use elements of this approach to examine the fascinating and complex range of meanings that some artworks were intended to transmit and which can still be recovered.

## World Art

ART 260 F  
Cr: 3; Contact hrs: 45

This course explores Western and non-Western artistic traditions from ancient era to the 20th century. Major artistic trends, monuments and artworks from all over the world will be discussed stressing differences, analogies and reciprocal influences. Parallel to the study of western art, this course offers a non-Western perspective which considers artworks from Egypt, the ancient Near East, China, Japan and India. The emphasis of the course is to develop an understanding and appreciation of various art forms from cultures scattered around the world which have existed for thousands of years, representing multiple distinct lines of development. Artistic trends will be related to their social, political and economical context by considering broad thematic areas such as religion and cultural continuity, rulership and political integration, patronage and social status. Links, differences and cultural interactions between different civilizations will be stressed to better understand the concept of "cultural identity" in the era of globalization.

## Anthropology of Art

ART 265 F; Dual listed: ANT 265 F  
Cr: 3; Contact hrs: 45

Art is a human universal, and for this reason it can be understood and studied as a characteristic of our species, like other products of human evolution. At the same time, art is also a sociocultural product and a personal creation: it is a place where biology and evolution intersect with culture viewed in terms of both social dimensions and individualized expressions – psyche, personality and choice. Such a complex reality can best be comprehended and appreciated in its entirety through the holistic approach offered by anthropology, by analyzing every dimension of art: evolutionary, sociocultural, historical and psychological. The course is structured in two parts: during the first half we will explore the emergence of art and creativity in the human species, gathering data from the many disciplines that are involved: paleoanthropology, primatology, neurosciences, and evolutionary psychology. During the second half of the course we will explore the sociocultural aspects of art and creativity, using many different ethnographic sources. Students will have the opportunity to test the theories developed in class by exploring Florence as their research field: they will meet with local artisans, artists, and gallery owners, discussing the topics they explore in class with people who are directly engaged with art and creativity.

## Exhibition Management

ART 267 F  
Cr: 3; Contact hrs: 45

In this course students learn the main procedures involved in planning and managing a museum exhibition. Most of the course revolves around the development by each student of a complete and viable exhibition proposal. Major effort is dedicated to the proposal (research and development), the budget plan (key elements and procedures), logistics and security (transport, insurance, timetables), promotion (marketing research and materials, sponsorship issues), physical planning (viewer flow, display principles), and curatorship (scholarly validity and

impact, cataloguing and information, networking). The course taps into the remarkable world-class experience and innovation concentrated in Italy and especially Florence. The project may relate to a real space in Florence. Local spaces and temporary exhibitions are studied, and visits with specialists such as architects, exhibition designers and museum curators, are special features of the course.

**Prerequisites:** Art History or Restoration majors and sophomore standing

## The Genius of Michelangelo

ART 270 F  
Cr: 3; Contact hrs: 45

This course focuses on Michelangelo Buonarroti (1475-1564) and offers students the opportunity to explore in depth the life and work of one of the most gifted and revolutionary artists of the sixteenth century. It will look on his long artistic career as a painter, sculptor, architect and poet. The artist's personal and artistic relations with other outstanding artists of his time, in particular to Leonardo and Raphael, whom Michelangelo perceived as great rivals, will also be a central theme of the course. The course will be based on recent literature, sources of the time and Michelangelo's own writings (mainly his letters and poetry). It will also explore artistic questions like the hidden meanings in his works and Michelangelo's influence on contemporary and later artists. The course will also explore relations with his commissioners, especially the Medici in Florence and the papal court in Rome under pope Julius II. Students will gain a detailed knowledge of Michelangelo's work, and will be able to identify and analyze major works in painting, sculpture and architecture. Site visits will form an essential part of the course.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

## Materials and Techniques: from Antiquity to the Renaissance

ART 272 F  
Cr: 3; Contact hrs: 45

The course aims to provide students with a basic background about various materials and techniques used in art from Antiquity up to the Renaissance, from painting on panel and canvas, to the fresco, from the lost wax bronze casting to the creation of hard-stone inlay, metal work and printmaking. Very often, in the study of art history, the main artistic techniques are neglected, if not completely ignored, while these were, on the contrary, very important in the creation of the greatest masterpieces that we still can admire. Using Powerpoint presentations, videos, and Renaissance sources, by authors like Cennino Cennini, Benvenuto Cellini and Giorgio Vasari, the course will analyze various artistic processes, demonstrating how they contributed to the final artistic result. Visits to museums and especially to local craft shops, as well as showing students the materials, tools and the way these have been used by the Renaissance artists will be an essential part of the course.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

## Italian Renaissance Art

ART 278 F  
Cr: 3; Contact hrs: 45

Florence, "the cradle of the Renaissance", is the setting for this introduction to the history of Renaissance art. The course is intended to give the beginning student a general overview of the main facts, causes and conditions that led artists from Giotto in the fourteenth century to Masaccio, Donatello, Brunelleschi and Botticelli in the fifteenth century, up to Leonardo, Michelangelo and Raphael in the sixteenth century, to create one of the most fascinating periods in art history. In Italy these years witnessed an extraordinary coming together of artistic talent, a passionate interest in antiquity, civic pride and an optimistic belief in "man as the measure of all things." This course examines the most important monuments from the Renaissance period in Italy and the major artists and architects who contributed to the birth of western art. Works are always compared with each other to show various relationships, remembering how important it is to view Renaissance art in the context of its creation.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

## Lifestyle in Renaissance Florence

ART 280 F; Dual listed: HIS 280 F  
Cr: 3; Contact hrs: 45

Important Renaissance works of art, paintings, sculptures, and art objects like wedding chests and furniture, ceramics, and jewels and luxurious clothing are often characterized by coats of arms, by family, individual, or wedding emblems, and by symbols that are deeply related to their powerful commissioners (such as the Medici, Rucellai, Strozzi, and Pitti families in Florence). The course will illustrate and investigate their possible meanings and connections with history, families, and artists of the Renaissance, as well as with philosophy, astrology, and iconography from the end of the 15th to the 16th century.

## Florence Villas and Gardens

ART 282 F  
Cr: 3; Contact hrs: 45

This course examines the development of villas and, secondarily, the design of gardens, from ancient Rome to the modern era. The Italian villa offered a model of structure and pleasant living, rooted in Italian life and thought, that was enormously influential for centuries and that still delights today. The focus is on the Renaissance and Baroque in central Italy, with detailed study of major examples in the city and its territory. Guiding themes: formal architectural analysis of individual buildings in relation to major period styles; social and economic functions of villas and gardens; their decoration with statuary and other works of art; heraldry and symbolism; changing concepts of nature and relations to the environment. Close observation, and experience of the spatial dimension, are developed through site visits to selected villas and grounds.

**Prerequisites:** ART 165 History of Architecture, or ART 180 Art History I, or ART 186 Art History II, or equivalents

## Medieval Art

ART 285 F  
Cr: 3; Contact hrs: 45

The course deals with Early Christian and Medieval art, and its political, social and cultural implications. Topics discussed range from the origins of Christian art to Carolingian art; from proto-Romanesque art to the development of Romanesque art in Europe; from classicism in Florentine Romanesque art to the Gothic style in architecture and sculpture. The course includes a detailed study of Italian Gothic painting: the schools of Siena and Florence, as well as Giotto's works. The particular Florentine experience during the Gothic period and the social, political, economic, and cultural implications that form the background of Renaissance civilization, will be considered. Students gain understanding of the vitality and variety of art in the Middle Ages. Visits to Romanesque, Gothic, and Renaissance monuments help to understand the transitions, either linked to or in contrast with earlier styles.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

## Contemporary Architecture

ART 286 F; Dual listed: ARC 286 F  
Cr: 3; Contact hrs: 45

This course examines major developments in architecture, interior design and planning from 1960 to the present. Special focus is given to developments of the last two decades. The survey includes consideration of sociocultural developments, as well as debates in aesthetics and theory, such as the decline of Modernism. Key architects and studios are examined. The perspective is global but European and Italian figures, movements, works and events are not ignored.

**Prerequisites:** ART 165 History of Architecture, or equivalent

## Early Renaissance

ART 290 F  
Cr: 3; Contact hrs: 45

This course is an in-depth exploration of the artistic production of 15th century Italy with a special focus on Florence and its

social, political and devotional context. This century underwent an extraordinary renewal in all fields of human knowledge, from literature and philosophy to the visual arts, the latter being an important way of investigating nature for the Renaissance mentality. Painters, sculptors, goldsmiths, and architects were greatly inspired by antiquity, they studied ancient written sources and were supported by the interpretations of contemporary humanists, who also contributed to establishing the civic pride that characterized the Italian Renaissance. Ghiberti, Brunelleschi, Donatello, Masaccio and Botticelli as well as Mantegna and Piero della Francesca are the artists on whom emphasis is placed, although they are never examined in isolation since constant references are made to social and political conditions, patronage, the artists' personalities, their training, and the materials and techniques they used. The course starts with the contest for the Baptistery Doors (1401) which involved Ghiberti and Brunelleschi, two of the main artists of the time in Florence, and ends with the careers of Botticelli and Ghirlandaio. Great importance is given to iconography and to cultural developments that affected works of art (for example Christian and mythological interests, and humanistic and Neoplatonic philosophy), to the different styles and techniques used by the artists and to the relationship between works of art and patronage.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

## Renaissance Architecture

ART 291 F  
Cr: 3; Contact hrs: 45

This course deals with the treatment of the principal architectural works of the Renaissance age. Strong emphasis will be given to Florentine architecture (studied in the classroom as well as on site) The goal of the course is to give students a general knowledge of principles and characteristics of Renaissance architecture. Part of the course will be about pre-Renaissance architecture to give students who are new to the subject a context for the subject.

**Prerequisites:** ART 165 History of Architecture, or ART 180 Art History I, or ART 186 Art History II, or equivalents

## Leonardo: the Renaissance Genius at Work

ART 295 F  
Cr: 3; Contact hrs: 45

Leonardo, more than any other figure, represents the Renaissance confidence in the boundless faculties of the human mind. This course will examine Leonardo's life and works in their historical contexts. It will concentrate on the analysis of his paintings, as they epitomize Leonardo's relentless quest for the knowledge of man and nature. We will consider paintings in the Uffizi Gallery in Florence, with reference to Leonardo's writings from the Book on Painting, which provide indispensable interpretive keys to his masterpieces. In addition, the course will also include an analysis of Leonardo's most significant drawings, showing his elaboration of a highly articulated visual language; and an examination of the manuscripts and collections of miscellaneous papers compiled by Leonardo, who throughout his life kept records of all his research embracing every field of learning. The course will cover the breadth and variety of Leonardo's artistic and scientific interests, highlighting his ability to transfer visual analogies from one field of research to another. Finally, students will have an appreciation for the extraordinary legacy of Leonardo as an artist, scientist and inventor.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

## International Art Business

ART 297 F; Dual listed: BUS 290 F  
Cr: 3; Contact hrs: 45

The course is designed to introduce students to the arts market and the institutional networks that support and promote the art business, as well as giving them an understanding of the current art market and auction house environment. Through this course, students will meet specialists to develop the ability to identify and analyze works of art, learn how to recognize marketing opportunities, and determine appropriate strategies. The figures of the art dealer and the art administrator will be

analyzed in depth, together with the main principles of the international laws that govern this special field.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

## Art in 14th Century Florence

ART 305 F  
Cr: 3; Contact hrs: 45

Intensive study of the visual arts in Trecento Florence, with some attention to other artistic centers such as Siena and Padua. The course examines major monuments and artists including Giotto, but with particular focus on patronage and socio-cultural contexts, and on the interrelationship between the arts. The extraordinary growth that took place in Italian art between 1290 and 1420 was connected to important developments in society and the humanities, and in both respects Florence is exemplary. Factors including the rise of the mendicant orders, the affirmation of the Comune or municipality, and private wealth generated by the wool-trade and banking, directly encouraged artistic patronage and changed the role of the artist. While many civic and monastic commissions altered the physical aspect of Florence in important ways, private commissions in the form of palaces, chapels, and altarpieces served spiritual as well as family needs. A premise of the course is that in many cases artworks combine painting, sculpture and even architecture, in ensembles. For this reason, many lessons involve direct observation of works "in situ" in their unique physical contexts.

**Prerequisites:** ART 180 Art History I, or equivalent

## Artists in Italy Today

ART 310 F  
Cr: 3; Contact hrs: 45

This course examines the latest trends in the arts of contemporary Italy through the direct experience of the work of living artists. Has globalization abolished the barriers between countries and continents? The so-called "globish" (globalized artistic languages) has been replacing regional languages, on the one hand leveling experiences, on the other allowing more exchange and interaction between peoples of different and distant geographical areas. How does the art world respond to this process of globalization? How do today's artists from Italy, a country with such an important cultural heritage, position themselves, maintaining their own individuality and regional traits, while at the same time engaging with a global panorama that tends to flatten differences? Students in this course will analyze the work of important Italian artists today. They will have the opportunity to become familiar with the strategies and means they adopt: mixed media, video, digital art, as well as the more traditional media of painting and sculpture. Part of the course will include direct encounters with cutting-edge contemporary artists who will personally illustrate their tensions, aesthetics, and production. Meetings will take place either in their studios or in class and are organized in order to allow direct engagement with these leading figures of the Italian and international art scene. This course is particularly suitable for students interested in becoming artists and gallery curators as well as those with an interest in the history of art.

**Prerequisites:** two Art History courses

## Hidden Meanings in Renaissance Art

ART 320 F  
Cr: 3; Contact hrs: 45

This course introduces students to the richness and complexity of Renaissance art, focusing mainly on iconography and iconology. Students will learn how to understand major works of Renaissance art (mainly paintings) within the context of religious, classical and humanistic elements of 15th- and 16th-century culture. The course is based on a series of case studies which are investigated weekly, and will include masterpieces by Jan Van Eyck, Piero della Francesca, Sandro Botticelli, Michelangelo and Holbein. The works chosen demonstrate how the system of Renaissance figurative arts, full of symbols and allegories, was meant to be understood by a learned public. Each work will be analyzed with reference to the three levels of meaning involved in an iconographic approach as defined by Erwin Panofsky: primary or natural subject matter, secondary or conventional, and intrinsic meaning or context.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

## Renaissance Art at the Italian Courts

ART 330 F  
Cr: 3; Contact hrs: 45

This course explores all aspects of artistic activity at the major Italian courts during the fifteenth century. This analysis will not only be confined to an art historical approach, but will also consider various aspects of court life - the chivalric tradition, hunting, jousting, scholarship, and court festivals - which have an influence on the visual arts. Comparisons will be made with Northern European courts of the same period. The main focus of attention will be Pisanello and the courts of Ferrara and Mantua, Mantegna and the Gonzaga court in Mantua, Francesco Cossa at the D'Este court in Ferrara, Piero della Francesca and Laurana at the court of Federigo da Montefeltro in Urbino, and Piero della Francesca and Alberti at the Malatesta court in Rimini. The student will become familiar with the special patronage conditions which dictated the nature of Renaissance art at the princely courts of Italy. The student will have a detailed knowledge of the work of five court artists and a broader familiarity with three others.

## High Renaissance and Mannerism

ART 340 F  
Cr: 3; Contact hrs: 45

This course traces the major trends of Italian art in the sixteenth century. It is a period dominated by the achievements of Leonardo da Vinci, Raphael, Titian, and above all, Michelangelo. These three artists are examined in great detail. This analysis is not confined to their works of art, but also includes their personalities and the social framework within which they lived and worked. Great emphasis is therefore put on the dual themes of patronage and the social position of the artist in the period. The course also explores the complex and refined style known as Mannerism - a style held to have emerged from tendencies present in Michelangelo's work. Students learn to identify and examine in detail the works of the leading artists of the period, and gain the ability to discuss High Renaissance and Mannerist developments of major subjects and genres, such as portraiture and the nude. In the host city students visit various unique churches, galleries, residences, and squares related to the period, and examine in person masterworks by representative artists.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalent

## Baroque Art

ART 350 F  
Cr: 3; Contact hrs: 45

This course covers the Baroque style in art and architecture, with particular emphasis on seventeenth-century Italy. This consideration of Baroque art is not only limited to a stylistic analysis but involves continual reference to the religious, political, cultural and social framework of the period. The social rise of the artist in the seventeenth century is illustrated through the career of Bernini. Special focus is placed on major artists including Carracci, Caravaggio, Bernini, Borromini, Pietro da Cortona and their workshops, and on their role in the development of a wider Italian and European artistic language. Students will become familiar with the main characteristics of the Baroque style and with key issues and trends and issues, such as iconography and emblem culture, Naturalism, Classicism, and Triumphalism.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

## Images and Words

ART 355 F; Dual listed: CLT 355 F  
Cr: 3; Contact hrs: 45

In this interdisciplinary course different disciplines converge to enhance students' skills as readers of visual as well as verbal texts. It aims to open up new ways of seeing and perceiving works of art by exploring the relationship between us (spectators and/or creators), images and words, involving questions such as What is art? Where do we see art? How do we look at art? What words do we use while talking about a

work of art, explaining and/or describing it? Can we “read” images? Can we “see” stories? Students analyze a selection of fundamental theoretical texts and produce close examinations of visual and written works, including narrative prose and poetry. Students have the opportunity to become active spectators who, through activities of observing, reading, sketching and writing, experience different modes of looking at art while learning about art theory, art history, literature, museum culture and sociology.

**Prerequisites:** Junior standing

### Museum and Gallery Internship

ART 360 F  
Cr: 3; Contact hrs: 135

This internship entails individual work experience in a museum, gallery or church in the Florentine area, supervised by a faculty member and the cooperating museum, or Florentine curia staff. The internship provides students with practical experience, especially in the field of cultural mediation and museum education, through direct observation of the various activities developed at the hosting museums and churches, individual study and direct participation in guided tours at museums and churches, gallery management in art galleries. Through this experience students have the opportunity to learn and apply professional skills, while directly interacting with institutional staff and the visitors. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. Please note that the Museum and Gallery internship requires interns to fulfill part of their internship hours on Saturdays.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an on-site interview during the first week of the term.

**Prerequisites:** Art History / Museum Studies majors of sophomore standing. Fluency in Italian may be advantageous but is not required

### 19th Century Art: from Neoclassicism to Post-Impressionism

ART 365 F  
Cr: 3; Contact hrs: 45

This course examines European art between c.1790 and c.1900. The start of this period corresponds to the passage from Neoclassicism to Romanticism, while the end corresponds to movements including Post-Impressionism that heralded the avant-gardes of the Twentieth Century. The Nineteenth Century was an era of enormous changes of many kinds (from politics to technology) in European society, and links between society, ideology, culture and the visual arts are explored. Themes explored include: critics and the public; exhibitions and salons; naturalism and realism; nationalism; Orientalism and Japonisme; nature and landscape; Impressionism; dreams and inspiration; heroism; literary and historical themes. Special focus is given to changing notions of modernity. Artists studied include David, Goya, Delacroix, Turner, Courbet, Monet, Degas, Van Gogh, Cezanne, Seurat, Gauguin, Ensor and Munch. Attention is also given to Italian artists and movements.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

### Avant-garde and Modernist Art (1900-1950)

ART 370 F  
Cr: 3; Contact hrs: 45

The aim of this course is to give students a thorough and comprehensive grounding in the conceptual and stylistic trends affecting artistic development in the first half of the last century. The course includes a survey of both European and American art of this period. The course is divided into two main sections: Section One (1900-1940): Post-Impressionism - The Modern Movements; Section Two (1940-1960): Abstract Expressionism - Neo-Dada/Assemblage. The objective of this

course is to introduce students to the philosophical and critical discourses of Modernist painting. A mandatory one-day field trip may be included.

**Prerequisites:** ART 186 Art History II, or equivalent

### Contemporary Art

ART 375 F  
Cr: 3; Contact hrs: 45

The aim of this course is to give students a thorough and comprehensive grounding in the conceptual and stylistic trends governing the art of the late 20th century. This period deals specifically with the transition from Greenbergian High Modernism of the 60's, through the dematerialization of the art object in the 70's, to the postmodern and deconstructive theories of the 80's and 90's. The course is divided into two main sections: Section One (1960-1980): Pop Art - Photo-Realism (Europe and USA); Section Two (1980-1990's): Postmodernism - Current Trends (Europe and USA). The objective of this course is to introduce students to the philosophical and critical discourses relating to Modernism and Postmodernism. A mandatory one-day field trip may be included.

**Prerequisites:** ART 186 Art History II, or equivalent

### Art Expertise

ART 405 F  
Cr: 3; Contact hrs: 45

The function of art expertise is to make a precise assessment of a work of art in terms of its aesthetic significance, its material evidence, its documentary importance (history) and its market value. With the birth of the art market, in addition to the art collector and the art dealer we now find the art consultant: an expert in the field of visual arts who is able to recognize the characteristics of specific periods, schools and artists. Furthermore, he or she is able to distinguish an original work from a copy or an imitation and assess its market value. Beginning with the definition of what a work of art is and a discussion of the criteria to define quality, the course leads students through the ins and outs of both selling and buying. The following issues are addressed: the roles of the connoisseur and the art consultant; classification and cataloguing of works of art (dossiers and publications); scientific diagnostic procedures; fakes and artistic revivals; Italian and international art legislation; auctions (with visits to the Pandolfini auction house in Florence).

**Prerequisites:** Art History majors

## ART - Art History - M.A. in Museum Studies program

### Museums and the Public I: People and Ideas

ART 501 F  
Cr: 3; Contact hrs: 375

This course addresses the various roles museums play in society, accentuating the position of the museum as a significant cultural institution whose form and very existence depends upon a rich interchange with its community, local and global. It is designed largely as a series of invited lectures by museum professionals such as museum directors, curators, donors, fundraisers, docent trainers, web designers etc., with both theoretical and practical knowledge of museums. These lectures, combined with weekly readings, will serve as springboards for individual analysis and class discussion.

### Museums, Galleries and the History of Collecting

ART 502 F  
Cr: 3; Contact hrs: 375

This course provides the student with a thorough background in the history of collections, collecting, and private and public display of objects from a European perspective, with some comparison to non-Western habits of collecting. Issues addressed include the concept of collecting and systems of classifying in Europe and America; the relationship between collecting, classifying and the birth of museums; the role of

travel in the formation of collections; and the shaping of taste and religious, cultural, political and financial impacts on the display of collections in museum contexts. Visits to historical collections form an integral part of the course.

## Museum Development, Management and Leadership

ART 503 F  
Cr: 3; Contact hrs: 375

This course provides a basic understanding of how modern museums are structured, administered and financed in various parts of the world while offering leadership and management skills at various levels of the museum hierarchy. Some issues to be addressed include what makes an effective non-profit leader and manager, potential controversies and legal problems that can arise in museums and developing strategies for dealing with them, operational issues, growth potential, and strategic planning and capital expense budgeting in a museum context.

## Art and Objects in Museums and in Context

ART 504 F  
Cr: 1; Contact hrs: 375

This course addresses address the problems of the meaning, context, and display of art and objects through three case studies, each covered by a different instructor for one third of the semester. Case studies will be in 1) Florentine Renaissance art objects in context and in museum settings in Florence, 2) contemporary art and the special problems it poses to museums and 3) non-art museums (such as history or history of science museums) and the objects they house. Students will assess the effectiveness and sustainability of museum displays according to various parameters including viewer expectations, cultural biases and the fostering of aesthetic systems, religious and conservation issues.

## Research Methods I: Methodologies and Resources

ART 507 F  
Cr: 1; Contact hrs: 175

Students will develop and hone critical analytical skills by critiquing published papers in a variety of museum studies fields and being introduced to a variety of methodologies. In the process they will be introduced to modes and places of research in Florence.

## Museums and the Public II: Objects and Audience

ART 601 F  
Cr: 3; Contact hrs: 37.5

Designed to follow "Museums and the Public I: People and Ideas", this course offers the student a guided, hands-on experience in the creation, planning, researching, financing, structuring, installation, and marketing of a focus show for the general public at a Florentine institution, such as the Fondazione Palazzo Strozzi. It involves 15 taught hours and roughly 200 hours of guided student work on the various aspects of the exhibition outlined above.

## Transcultural Aesthetics, Ethnography and Cultural Bias

ART 602 F  
Cr: 3; Contact hrs: 37.5

This course seeks address the relationships between aesthetics, religion and the socioc-cultural function of objects and the delicate role of museums in fostering aesthetic systems. The differences between art museums, archaeology museums and ethnography museums will be reviewed as will definitions of art and artifact. The role of photography and other didactic measures will be evaluated historically and conceptually. Most of this analysis will take place through case studies.

## Museum Spaces and Technologies

ART 603 F  
Cr: 3; Contact hrs: 37.5

This course investigates the design of museum spaces and the

various architectural and technological means used to enhance the public experience of the content of those spaces. Virtual museums and web presence will also be addressed insofar as these are related to and often derived from the experience of physical displays in the museum. Special attention will be given to issues of sustainability and the importance of local context in creating museum experiences.

## Museum Education

ART 604 F  
Cr: 3; Contact hrs: 37.5

Using case studies and theoretical analyses, this course explores how museums reach out to their communities, including the staging of events for public outreach, teaching from objects and teaching others (guides, volunteers, interns) to teach from objects, and the educational use of technologies. It will also examine the role of the museum educator and his or her engagement with the phenomena of formal, informal, and lifelong learning. Students interested in pursuing a career as a museum educator are strongly encouraged to enroll.

## Conservation and Historic Preservation

ART 605 F  
Cr: 3; Contact hrs: 37.5

This course investigates the ethical, historical and cultural issues in the conservation and preservation of museum objects using selected case studies. Topics include the assessment of the historical significance of objects, risk management approaches to the management of cultural property, and issues relating to the care, handling, and storage of art objects and museum buildings.

## Museums: Ethics and the Law

ART 606 F  
Cr: 3; Contact hrs: 37.5

This course introduces the student to the legal and ethical issues faced by museums as repositories of cultural property across the world. Issues explored on a comparative international basis include copyright, censorship, public interest, appropriate conservation, theft, dubious provenance, and repatriation of art and artifacts.

## Research Methods II: The Thesis Proposal

ART 607 F  
Cr: 1; Contact hrs: 17.5

Completed in the early months of the Spring term, this course follows "Research Methods I: Methodologies and Resources" and essentially serves a forum in which the students choose their area of concentration and develop the prospectus for the Master's thesis. In the class sessions, students will propose thesis topics, present draft thesis proposals, critique each other's proposals, and revise proposals. Concurrently, students are expected to meet with prospective faculty advisors.

## Museum Studies Internship

ART 620 F  
Cr: 4; Contact hrs: 200

Upon the successful completion of "Research Methods II: The Thesis Proposal" in which the student's thesis prospectus is approved (usually in April) and the faculty advisor chosen, he or she may begin the internship. While students may initiate the internship anytime after the approval of the Master's Thesis prospectus, most will opt to undertake the bulk of this work experience once they have completed their Spring term courses as they will have more time and more flexibility to offer their host institution. The student will choose an internship of a minimum of 200 hours which will bring her/him in contact with a real working museum institution, giving her/him the opportunity to test the theoretical knowledge and the practical skills acquired while taking "Museums and the Public II: Objects and Audience". The internship may be completed in Florence or elsewhere and will be jointly supervised by LdM staff and the host institution. All approved internships will comply with Italian health and safety codes. Students who wish to intern in Florence are strongly encouraged to enroll in Italian language courses during the academic year in Florence or elsewhere and will be jointly supervised by LdM staff and the host institution.

**Note:** Placement opportunities are limited and subject to change. Students who enroll must submit supporting documentation by the registration deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term. Fluency in Italian may be advantageous.

### Master's Thesis

ART 625 F

Cr: 4; Contact hrs: 0

Upon the successful completion of "Research Methods II: The Thesis Proposal" in which the student's thesis prospectus is approved and his faculty advisor chosen, he or she may begin to research and write the masters thesis. This course has no formal requirements other than periodic meetings with the faculty advisor and many hours of research, writing and revising.

## BUS - International Business

### Introduction to Business

BUS 130 F

Cr: 3; Contact hrs: 45

This course will introduce you to the world of business and help prepare you for the economic roles of consumers, workers and citizens. This course will also serve as a background for other business courses you may take in college. Students will be introduced to each of the functional area of business, including marketing, finance, HRM, and business intelligence. The course is designed to help students appreciate the interrelationship of these business functions and more generally, the role and the context of business in society.

### Introduction to Marketing

BUS 150 F

Cr: 3; Contact hrs: 45

Marketing is a dynamic and an exciting field, a key tool in confronting the challenges that enterprises are facing every day. The purpose of this course is to introduce marketing principles and concepts. In this course students will learn about the "real" nature and scope of marketing management. They will be introduced to aspects of marketing, such as: Marketing Strategy, 4 P's, Market Planning, Retailing and Wholesaling, Target Marketing, Market Segmentation, Services Marketing. You will also learn about the strategic importance of marketing to an enterprise, whether it be a profit oriented business firm or non-profit organization.

### Principles of Microeconomics

BUS 178 F

Cr: 3; Contact hrs: 45

Economic analysis is one of the most useful tools for understanding social phenomena. Principles of Microeconomics introduces students to the bases of economic ways of thinking. Economic theory is explained through the study of the methods of analysis, assumptions and theories about how firms and individuals behave and how markets work. The course is a necessary basis for students wishing to continue the study of economics and business in their academic careers and is also useful for students in applied social sciences. The course is divided in four parts: the first is an introduction to languages, methods, and modeling used in microeconomics; the second part focuses on the firm production process and market strategy; the third analyses consumer theory and the way in which individual behavior is modeled by economists; and the concluding part of the course studies how the competitive and non competitive market works. The teaching includes the extensive use of case studies and policy issues which will be open to discussion with students.

### Principles of Macroeconomics

BUS 180 F

Cr: 3; Contact hrs: 45

Economics is the study of choice under conditions of scarcity: the resources needed to produce goods and services are limited compared to human desires. Economics is divided into two major areas. Microeconomics studies the choices of consumers, firms, and governments, and describes the working

of markets. Macroeconomics studies the behavior of the entire economy. It explains phenomena like growth, business cycle, inflation and unemployment. This course is an introduction to economics. The basic principles of economics will be presented and applied in order to explain some features of the modern economy.

**Prerequisites:** BUS 178 Principles of Microeconomics, or equivalent

### International Marketing

BUS 220 F

Cr: 3; Contact hrs: 45

International competition makes international marketing one of the most critical skills for business survival. In their continuing quest for new ways to establish and maintain their competitiveness, many firms are recognizing the advantages of operating in an international market. These benefits includes sourcing materials, capital, labor and expertise, relocating manufacturing, and distributing product and services to new markets. While there are many benefits, each company must identify the potentially huge risks taken when operating overseas and the uninformed company may suffer tremendous set backs before realizing any benefits. This course is an introduction to the complexities and implications of foreign markets. Emphasis is on the various economic, social and cultural factors that impact on international marketing, the 4 Ps (product, price, places of distribution and promotion) and how these aspects of marketing are influenced by international business environment.

**Prerequisites:** BUS 150 Introduction to Marketing, or equivalent

### Event Planning

BUS 232 F; Dual listed: COM 232 F

Cr: 3; Contact hrs: 45

This course introduces students to special event planning processes and techniques. Emphasis is on creating, organizing, identifying sponsors for, marketing and implementing large-scale community events, as well as show rooms and trade shows to photoshoots and fashion shows. We will explore this very detail-oriented field as it deals with vendors, contracts, fundraising, budgeting, ethics, and other aspects. Students will research product, competition and target market to determine best possible exposure and success. As part of the course students may organize a real event in interdisciplinary collaboration with other departments.

### Wine Business and Marketing

BUS 252 F; Dual listed: NUH 252 F

Cr: 3; Contact hrs: 45

This course explores the business and marketing of wine, with special focus on U.S. markets. Wine trade and consumption in the US have constantly increased in recent years. If until the early 1990's wine consumption was concentrated in a few major states, today wine is consumed by a large part of the entire US population. Italian wine, counting for 30% of U.S. wine imports, is a major part of this economic and cultural scenario. In addition, new wine markets have emerged worldwide. This growing interest has strengthened the role of traditional key players of the wine trade such as importers, distributors, wholesalers, retailers, while helping to create new professional figures such as wine writers, wine club managers, and event promoters. In this course students learn skills that help equip them to take on such roles. Given the notable diversity and quality of Italian wines, students examine issues of sourcing, shipment chains and trading channels, and market impact. The course includes business simulations, and students produce a start-up or marketing project.

**Prerequisites:** BUS 130 Introduction to Business, or BUS 150 Introduction to Marketing, or equivalents

### Human Resources Management

BUS 260 F

Cr: 3; Contact hrs: 45

The course explores the Human Resource Management function in a corporate setting and focuses on the development of knowledge and skills that all managers and leaders need. Students learn the basic principles of designing and operating

business organizations, from developing their mission, vision and strategy to their key organizational features and processes. Students face issues of managing people in organizations, including hierarchy, leadership, and communication; systems of reward and recognition; and personnel (from recruitment to training and development). Some attention is given to the expanding role of corporations in dealing with social problems and issues. The course trains students to build skills relevant to leadership and management. These include public speaking and presenting, conflict resolution, teamworking, and business project management. Class content is delivered through lectures, group discussions, practical and experiential exercises, and case studies.

### **Integrated Marketing Communication**

BUS 262 F; Dual listed: COM 262 F  
Cr: 3; Contact hrs: 45

Marketing communication is one of the most exciting and stimulating areas in modern marketing. Its importance has grown dramatically in the recent decades. The means through which we communicate all around the world have been affected by the new technological advances. These advances, such as the Internet, have enabled and eased interaction on a global scale. Therefore, marketers are looking for new means of communication that can better gain the attention of customers. This course will examine the theory and techniques applicable today to all the major marketing communication functions: ads, direct marketing, sales promotion, public relations, personal selling and the Internet. It will allow students to research and evaluate a company's marketing and promotional situation and use this information in developing effective communication strategies and programs.

**Prerequisites:** BUS 150 Introduction to Marketing, or equivalent. Recommended: COM 180 Mass Communication, or equivalent

### **Crosscultural Communication in the Workplace**

BUS 270 F; Dual listed: COM 271 F  
Cr: 3; Contact hrs: 45

People from more than one culture increasingly have to work together, work side by side, or collaborate on international projects, both at home and abroad. How easy is it to step outside our own cultural expectations? This is an intercultural communication course aimed specifically at understanding intercultural interactions in business or in the workplace from both theoretical and practical standpoints. On a practical level, this course will involve the students' active participation in role play exercises and observations, and will help them to predict and manage intercultural misunderstandings both in the workplace and in more informal social settings. Business practices in different countries, in particular Italy and the USA, and individual case studies will be assessed and discussed according to these frameworks.

### **Global Business and Society**

BUS 282 F  
Cr: 3; Contact hrs: 45

This course explores challenges facing modern corporations in organizing cross border activities. Specifically, it appraises the main economic theories of determinants of international business activities, and it offers a global perspective on long-term change in the world economy and the interaction between countries. Special attention is focused on the dynamics of international trade and investment, including the relationship between trade and economic growth, trade imbalances and protectionism. The course also looks at the role of economic and political institutions (WTO, IMF, etc.) and examines the main characteristics of the emerging economies, for instance India and China. Themes include competition, development, exchange rate theory, the international monetary system, ethics, decision-making, and strategic operations in an international environment. Finally, the course examines a variety of alternative perspectives on the origins and processes of globalization.

**Note:** this course is offered in partnership with the School of Management, Marist College, which is AACSB accredited.

**Prerequisites:** BUS 178 Principles of Microeconomics, or BUS 180 Principles of Macroeconomics, or equivalents

### **International Art Business**

BUS 290 F; Dual listed: ART 297 F  
Cr: 3; Contact hrs: 45

The course is designed to introduce students to the arts market and the institutional networks that support and promote the art business, as well as giving them an understanding of the current art market and auction house environment. Through this course, students will meet specialists to develop the ability to identify and analyze works of art, learn how to recognize marketing opportunities, and determine appropriate strategies. The figures of the art dealer and the art administrator will be analyzed in depth, together with the main principles of the international laws that govern this special field.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

### **Workplace Psychology: Building Effective Managers**

BUS 302 F; Dual listed: PSY 302 F  
Cr: 3; Contact hrs: 45

The course examines organizational issues - such as stress, conflict, discrimination, and others - through the social lenses of psychology. The course is a journey through the science of the psyche that will open windows of understanding beyond managerial perspectives. An organization is strategy, marketing, planning, budgeting, and at its very core, it is human. This is the element the course will focus on: the human psychology of an organization. The course leads students to consider approaches that develop the individual with the objective of improving and helping to grow the organization as a whole. In other words, the course connects individual strategy and well-being with those of organizations and the wider society. Through lectures, experiential exercises, readings and reflections, and teamwork, students will gain a thorough understanding of individual behavior, group functioning, and organizational processes and dynamics. The first part of the course focuses on the individual and teams. Only when one gains awareness about who one is can one effectively work and grow with others. The second part of the course will venture into specific themes: the importance of conflict, the impact of technology, the unavoidable certainty of uncertainty, and substance abuse within an organization. Ultimately, the course enables students to move between themes with critical acumen and creativity, seeking realistic and implementable solutions to real problems.

**Prerequisites:** Junior standing

### **Sociology of Consumerism**

BUS 303 F; Dual listed: SOC 303 F  
Cr: 3; Contact hrs: 45

The course will focus on the rise and development of consumer cultures. The aim is to study and to apply interdisciplinary theoretical approaches to the study of consumer society now and in the past. The course will explore key substantive themes in the history and sociology of consumption, including the following: 1) an overview of developments in the different theories of consumer culture; 2) the rise of commercial society, the relation between freedom of choice and the power of commercial systems, models of consumer psychology and behavior, the nature of selves and identities in a post-traditional world, prosperity and progress; 3) the way class, gender, ethnicity and age affect the nature of our participation in consumer culture; 4) the evolution of capitalism to the present day, as well as the history of commodities in a number of different settings (advertising, food and drink, fashion and clothes); 5) the social, cultural and economic context of specific consumer groups, as well as case studies of specific commodities.

**Prerequisites:** an introductory social science or business course

### **Communication and Leadership**

BUS 304 F; Dual listed: COM 304 F  
Cr: 3; Contact hrs: 45

In time of crisis, the demand for responsible leadership is urgent. It is necessary to transform this urgency into a reality when there is a lack of future prospects for young people,

communities, and business institutions and organizations. This interactive practical course is designed to introduce students to the tasks, strategies, and skills of effective leadership. Course activities will move students from theories and concepts to the practical processes of leadership. Students will be exposed to the nature of leadership through presentation of objective material and group activities. Topics will include motivation, credibility, influence, power, communication styles, negotiation, ethics, diversity, and current models of leadership.

## Economics of the European Union

BUS 315 F

Cr: 3; Contact hrs: 45

As the economic significance of the EU and its role at a world level have increased, and as the integration of the economies of the EU members has advanced, so the need for sustained study of the development and impact of this new economic reality has grown. The basic objective of this course is the examination of the economic foundations of the European Union. The course starts with an in-depth analysis of the historical evolution of European integration and it then moves to the examination of its economic aspects. The course is structured as follows: From the EEC to the EU (historical evolution), the expansion of the EU into eastern Europe, the economic aspects of EC law within specific areas of EC law and policy (such as competition policy, agricultural policy, etc.), the European Monetary system (from the ECU to the euro) and finally the external relationships of the EU. This course is particularly designed for students majoring in International Business, Marketing, Political Science, International Politics, Geopolitics, International Relations and European Union Law.

**Note:** students shall be familiar with advanced topics in mathematics

**Prerequisites:** BUS 180 Principles of Macroeconomics or equivalent

## Corporate Social Responsibility

BUS 340 F

Cr: 3; Contact hrs: 45

Planet Earth is a global system of interconnected and interdependent factors including society, business and the environment. Sustainability refers to the capability of the global system to endure a prosperous growth for generations to come, a goal that can only be achieved through the synergetic efforts of personal and social responsibility. Never before have business and society become so intrinsically connected. Organizations and firms are vigilantly scrutinized by stakeholders, which are represented by all those groups affecting and affected by corporate performance: employees, shareholders, creditors, suppliers, customers, distributors, wholesalers, retailers, communities, governments, NGOs, media and the general public.

Corporate Social Responsibility (CSR) addresses two kinds of responsibilities: companies' commercial responsibility to run their business successfully, and their social responsibilities to local communities and wide society. The course aims to develop students' general theoretical knowledge of corporate social responsibility in contemporary economies and analyze CSR as an evolving management practice. In this perspective capitalism is viewed as a system of social cooperation rather than a system of competition. Students attending this course will be the social entrepreneurs of tomorrow. The course will equip participants with ideas and skills to play a future in shaping socially responsible businesses and exploit their professional talents to the fullest.

**Prerequisites:** an introductory business, management or economics course

## Marketing/Advertising Internship

BUS 361 F

Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Marketing and Advertising. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary.

The placement is at a Communication Agency. Interns develop and carry out various activities which may include but are not limited to: market research; developing marketing, price, distribution and promotional strategies; creating advertisements for local and international print & e-publications; newsletters, mailing lists; website content and social media management.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, sample of marketing work (ie. blog writing, social media campaign example, press release, advertising project). Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Marketing/Advertising majors of junior standing with at least 2-3 prior courses in the field. Recommended: social networking experience. Fluency in Italian may be advantageous but is not required

## Marketing Internship: LdM Marketing Office

BUS 362 F

Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Marketing. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary.

The placement is with the LdM Marketing Office. Interns develop and carry out various activities which may include but are not limited to: market research based on social media; marketing strategy focused on merchandising; price strategy, distribution and promotional strategy; business development strategy.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Marketing majors of junior standing with at least 2-3 prior courses in the field. Recommended: social networking experience. Fluency in Italian may be advantageous but is not required

## Marketing / Event Planning Internship

BUS 367 F

Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Marketing and Event Planning. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary.

The placement is at an Event Management company. Interns develop and carry out various activities which may include but are not limited to: participating in onsite events, assisting vendors with site visits and clients; working on social media marketing campaigns; designing marketing materials; analyzing brand image, market appeal and customer projections; clerical and administrative work as required.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, writing sample. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term and an Italian language placement test.

**Prerequisites:** 1) Marketing / PR / Event Planning majors of junior standing with at least 2-3 prior courses in the field; 2) Intermediate Italian 2 completed (ITL 202 level) and concurrent enrolment in an Italian class (ITL/ITC).

## Global Marketing Management

BUS 370 F

Cr: 3; Contact hrs: 45

The marketing process may be defined as follows: analysis, planning, implementation, and management of programs designed to bring about desired exchanges with target markets for the purpose of achieving the organization's objectives. It relies heavily on designing the organization's offering in terms of the target market's needs and desires and on using effective pricing, communication and distribution to inform, motivate and service the market. The course focuses on developing the necessary skills to manage this process effectively, with the objective of creating value for the customer and the firm.

**Prerequisites:** Marketing majors/minors of junior standing with at least 2 prior courses in the field

## Web Marketing Internship

BUS 372 F

Cr: 6; Contact hrs: 260

This internship provides practical and professional experience in the field of Web Marketing. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Twenty hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is with an international postgraduate and post-doctoral teaching and research institute. Interns develop and carry out various activities which may include but are not limited to: create international marketing strategies, social media management, web content update, communication and marketing research.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** International Business/Marketing majors, minimum Junior standing. Fluency in Italian may be advantageous but is not required

## Global Financial Markets

BUS 380 F

Cr: 3; Contact hrs: 45

This course offers a broad introduction to the workings of the global financial system, the dynamics of the main financial markets (US, Europe and Asia), the nature and the goals of the key financial institutions and the crucial role played by central banks and regulatory agencies. An important part of the course focuses on the global economic and financial crisis, reviewing its causes and consequences, as well as evaluating the merits of the numerous government intervention schemes in the US and in Europe. The course ends with an assessment of the dramatic changes taking place in the global financial architecture as a result of the recent crisis.

**Prerequisites:** Finance/Economics majors/minors of junior standing with at least 2 prior courses in the field

## Operations Management

BUS 388 F

Cr: 3; Contact hrs: 45

Topics common to both production and service operations are emphasized. Includes quantitative decision-making techniques; forecasting; various planning techniques involved in capacity, location, and process; resource and materials planning; and the design of job and work measurement systems. Also included are inventory systems and models, materials management, and quality-control methods.

**Prerequisites:** 1) Calculus I, or Calculus with Management Applications 2) Introductory Statistics 3) Managerial Accounting or Introduction to Business, or equivalents. Recommended: Principles of Microeconomics and Principles of Macroeconomics

## Brand Management and Promotion

BUS 425 F

Cr: 3; Contact hrs: 45

Companies selling products or services come and go and only few survive the economy's ups and downs. Knowing how to strategically position a brand and maintain the company's

image are only two of the aspects students will learn that are vital to keeping their brand in the news. The course will further discuss: private, store and national brand labels, core benefit proposition, luxury and global brand management, development, and extension, as well as franchising, licensing, patents, trademarks and copyright. Although focused on fashion the course has applicability to many other product and service sectors.

**Prerequisites:** BUS 282 Global Business and Society, or BUS 370 Global Marketing Management, or equivalents

## CLA - Archaeology and Classical Studies

### Archaeology Workshop

CLA 193 F; Dual listed: ANT 193 F; RES 193 F

Cr: 3; Contact hrs: 45

This course combines an introduction to archaeology with hands-on work on 2500 year-old archaeological finds in LdM's Archaeology Lab. These finds have recently been unearthed in central Italy in the archaic settlement of Accesa, under the scientific direction of the University of Florence, and in the Hellenistic necropolis of Bosco della Riserva, near Tuscania, where an excavation project is being conducted by LdM. Students will learn what happens to the finds once they leave their recovery contexts and arrive in Florence: here, under the expert guidance of the instructors, students will be involved in the fundamental activities of restoration, conservation, documentation, study and storage of the finds. This course will also give students a general survey of the evolution of the discipline of archaeology over time and it will introduce them to the ancient Etruscan civilization, which forms such an important part of Italy's culture and heritage. Students will also have the opportunity to sign up to the summer workshop in Tuscania which operates directly at one of the archaeological sites.

### Ancient Rome

CLA 210 F; Dual listed: HIS 200 F

Cr: 3; Contact hrs: 45

This course offers a comprehensive introduction to the history and growth of the ancient Roman empire from the early settlements in Latium, through the republican and imperial periods, to the formation of a new Roman world after the crisis of the 3rd century. A series of themes and issues will be explored: the range of primary sources available for ancient history; the political organization of the Roman state; the territorial expansion and its influence on the cultural and administrative sphere; Roman religion and the spread of Christianity; the Roman frontiers and the barbarian populations; and the end of the Roman world and the birth of a new society. In order to stimulate students' critical skills in observing historical phenomena, a problem-oriented approach will be supported by readings of primary sources. Students will also have the chance to observe different approaches to understanding the past and will develop a sense of the role of historians and history in society.

### Florentia: the Ancient Roots of Florence

CLA 215 F; Dual listed: HIS 215 F

Cr: 3; Contact hrs: 45

This course analyzes the ancient past of Florence from its origins to the end of the Roman Empire. A few aspects concerning the Barbarian rulers will also be considered. The ancient town of Florentia will be discovered during each lesson through a variety of sources: written texts from ancient and medieval authors, archaeological evidence, past excavations and recent discoveries, artifacts and items housed in local museums as well as objects unearthed in recent years. Emphasis will be placed on the urban pattern by tracing and locating the main temples and sacred spaces, public buildings and private houses. Beyond acquiring a basic chronology and a timeline, students will closely examine selected topics about Roman civilization, art and architecture, lifestyle and customs. To better understand certain themes, a number of visits and field trips are planned, including to the National Archaeological Museum of Florence and little-known archaeological areas.

## War in the Greek and Roman Worlds

CLA 246 F; Dual listed: HIS 246 F  
Cr: 3; Contact hrs: 45

An exploration of warfare in ancient Greece and Rome in terms of values and ideology, impact on society, practices, arms and artefacts, and representations. For Greece the focus is on the fifth-century through the Hellenistic era, while for Rome the entire time-span from monarchy through the empire and late Antiquity is considered. Students analyze the strategy and the unfolding of major wars and events, as well as the careers of outstanding figures including Alexander the Great and the emperor Augustus, promoter of the *pax romana*. Students come to grips with the mindset and actual experiences of commanders and common soldiers as they prepared for campaigns and engaged in battles and sieges. The civilian experience of war is not ignored. Space is dedicated to the problematic relationship between modern regimes and ancient military culture, notably the Italian fascist excavations of imperial Roman sites for propagandistic ends.

## Anthropology of Religion: Death and Ritual in the Past

CLA 252 F; Dual listed: ANT 252 F  
Cr: 3; Contact hrs: 45

Religion is a complex subject which can be addressed from a number of different perspectives. Anthropology deals with the social dimension of religion, both in contemporary and ancient societies. The latter are ideal avenues for investigating this topic because of the direct link between beliefs and practices in all different aspects of life. This course aims at pursuing an investigation of religion in relation to that fundamental cultural theme which is death, in the context of ancient societies, by using archaeological data and historical sources. To achieve this goal, the course will be subdivided into two parts: the first will focus on theoretical and methodological issues related to the study of religion and ritual practice while the second will address specifically the question of how ancient societies dealt with death and treated their dead. Questions regarding beliefs, rituals and practices upon death and beyond will be explored by referring to specific study-cases across the Mediterranean and the Ancient Near East, from prehistoric societies until the beginning of the classical period.

## Egyptian Art and Archaeology

CLA 255 F  
Cr: 3; Contact hrs: 45

The course provides an overview of ancient Egyptian civilization. It examines the material culture and human life of the inhabitants of the Nile Valley, and surveys major sites, objects, and texts to discover the essentials of Egyptian culture, politics, art, religion, and literature. The course covers 4000 years of ancient Egyptian civilization, from the origins of its culture in the late fourth millennium BCE to the late Roman Empire. This introduction to the art and archaeology of ancient Egypt also looks at the discipline of Egyptology, in which Italy has played an important part, and it will allow students to answer such questions as How did Ancient Egypt originate? How were the pyramids built? How do you read hieroglyphics? What did the afterlife signify for Egyptians? What was the Amarna revolution? The course will explain these and other topics using archaeological data and historical sources, starting from the pieces present in the notable Egyptian Museum of Florence.

## Co(ok)quinarius: Ancient Sources of Italian Cuisine

CLA 264 F; Dual listed: NUH 264 F; ANT 264 F  
Cr: 3; Contact hrs: 45

Co(ok)quinarius, which takes place also within the fascinating context of the Florentine Central Food Market, explores the main elements of ancient Mediterranean food culture as the forerunner of modern Italian cuisine. Following the guidelines of the Experimental Archaeology students learn to understand, prepare, taste, and evaluate ancient Etruscan, Greek, Roman as well as Near Eastern dishes within their social dimensions and cultural perspective. Starting from the distinction between consumption of food and use of food, students explore Etruscan, Greek and Roman culinary traditions. Topics include

the meanings of food, its social dimensions, the history of specific commodities; everyday eating habits and etiquette; rituals and taboos. This knowledge permits the class to accurately understand, recreate, cook, and taste ancient recipes. During interactive lessons students will improve their practical skills, learn how to prepare different recipes, and develop their knowledge of both the theory and practice of food anthropology. The key of the analysis is the Food Sign, a specially-developed tool with two inseparable sides: anthropological meaning and gastronomy. This instrument helps to show that in Antiquity any given dish wasn't a mere result of a recipe to prepare food in a particular way as part of a meal, but was inevitably linked to sacral and social meanings. Students will be able to recognize and appreciate ancient traditions and to link them to modern cuisine (when a particular tradition has continued) and interests.

## The Age of the Heroes: Iliad, Odyssey, Aeneid, and the Origins of Western Literature

CLA 306 F; Dual listed: LIT 306 F  
Cr: 3; Contact hrs: 45

The course is a general overview of ancient literature through the analysis and comparison of some of the oldest works of Western civilization. Through a reading of the most significant chapters of the *Iliad* and the *Odyssey*, students will get in contact with the aristocratic world and heroes described by Homer in 8-7th century BCE, in order to reconstruct the society of early Greece in the Mycenaean period. The stories presented in the *Iliad* and *Odyssey*, considered the "Bible" of classical civilization, show how Greeks used myth to express archetypal values which became immortal for successive generations. Myths are analyzed not only as amazing stories but also as bearers of important messages about life within society, and as primary forms of communication and instruction in a non-literate and oral society. The great influence of Greek myths on Roman legends will also be seen through the reading of some passages of the *Aeneid* - the national poem of Rome written by Virgil in the 1st century BCE - focusing on the link between Roman history and Greek tradition. The hero of the work, Aeneas, was the survivor of the fall of Troy and the ancestor of Rome's leaders. A comparison between Aeneas' and Odysseus' wanderings will conclude the course.

## Greek and Roman Mythology

CLA 310 F  
Cr: 3; Contact hrs: 45

The traditional stories about the Greek gods and heroes have always been a fundamental part of Western art and literature, especially since their "rediscovery" by Renaissance humanism. A selection of the great works of ancient Greek literature will present the most important stories, and will also show how the Greeks used myth to express the traditional ideals and personal reflections that captivated and shaped subsequent European culture. The pictorial narratives, so common in Greek and Roman monuments and objects, will introduce the sophisticated visual language created by the Greeks to tell such elaborate tales, the first such iconographic system and one which was to some extent "revived," together with the gods, heroes and heroines, in Renaissance art. To know Roman mythology and understand its similarities and differences with Greek mythology is to understand the real essence of the ideals and aspirations of a great people that built a great empire. In particular, Virgil and Ovid, the most widely known writers of Roman mythology, and also other Roman writers, will help students develop a new interest for Roman myth, history and art.

## Magna Graecia: Ancient Greeks in Italy

CLA 346 F; Dual listed: HIS 346 F  
Cr: 3; Contact hrs: 45

Study of the extraordinary flourishing of ancient Greek culture in the region corresponding to present-day southern Italy. The course utilizes archaeological, literary, historical, and epigraphic evidence to provide an interdisciplinary understanding of the area where Western civilization and its classical heritage developed. The Homeric age of the 8th and 7th centuries BCE saw the end of the Trojan War. Just as Odysseus went westward, so did many Greek adventurers, traders, and refugees from the East. Greek city-states soon colonized the coastal areas of

southern Italy and Sicily, an area that became known as Magna Graecia, "Greater Greece." Its settlers mingled and intermarried with the local population, while the great city-states of Sicily, including Syracuse and Selinus, more closely tied to mainland Greece, even hosted such renowned Greeks as the philosopher Plato and the tragedian Aeschylus. Indeed, the Greek alphabet and traditions, mythology, religion, art and artifacts, philosophy, and political institutions all profoundly influenced the wealthy Etruscans in central Italy and eventually the Romans (Horace spoke of "Graecia capta"). Significantly, this influence did not supplant the deeply-rooted local languages and religions. The Etruscan and Roman worlds, unique classical civilizations in their own right, never became wholly Greek.

## CLT - Cultural Studies

### Food and Culture

CLT 198 F; Dual listed: ANT 198 F; NUH 198 F  
Cr: 3; Contact hrs: 45

If "you are what you eat", just why do you eat the way you do? This course considers the relationships between the multiple meanings of food and the acts of preparing and eating food, and further explores food and personal and social identity. Students will examine why different people make different food choices in their daily lives, why individuals from certain social classes will avoid or esteem particular foods, and in general how food serves as a factor in self-definition. Because a person's attitude toward food can reveal not just personal identity traits but a whole food ideology, this course will also analyze the role of food in the construction of ethnic identity, in the display of religious beliefs, and in the negotiation of gender roles. Students learn how cultures and values are transmitted and preserved through food. Through personal essays and the interdisciplinary secondary literature, students will be guided to analyze the complex and fascinating relationships between people and food, helping them to understand how cultures (including their own) ultimately determine all human food choices.

### Women, History and Culture

CLT 250 F; Dual listed: GND 250 F  
Cr: 3; Contact hrs: 45

The course surveys the changing roles and perceptions of women in Western history and culture from ancient times to the present. The relatively recent political enfranchisement of women and the rise of feminist thought and theory offer a framework and a destination. Students examine a wide variety of exemplary roles (wife, mother, priestess, nun, etc.) and individuals. Matrifocal societies and the widespread cult of the Mother Goddess were supplanted by patriarchal traditions, examined through Judaism and the Classical Greek world and their ideas, texts, mythologies, and social strategies. Students next explore the religious, social, and medical views of the first millennium and a half of the CE. With the Renaissance arrive new and better-documented perceptions by and of women. Social policies and both high and popular culture reveal persistent prejudices. The Early Modern era brings changes in social position as women become agents in the arts and sciences. Women's Rights are inscribed upon wider social and cultural struggles of the modern world. In conclusion, students encounter constructions of women present in today's culture and media, and still unresolved issues.

**Prerequisites:** HIS 130 Western Civilization, or equivalent

### Many Italies, Other Italies: Modern Literary Representations

CLT 285 F; Dual listed: LIT 285 F  
Cr: 3; Contact hrs: 45

Focusing on Italian and Anglo-American literature and some films, this course will explore the multiple representations of Italy in the twentieth and twenty-first Century. Far from being the homogeneous culture that is often perceived from abroad, Italian culture is a very complex text where many different, and sometimes conflicting voices and images encounter. This course aims to look beyond what may be seen as mainstream Italy to discover peoples often marginalized by dominant cultural norms and stereotypes. Starting with the critical examination

of the idealized image of Italy propagated by many famous foreigners throughout the ages, the course will then focus on the representation of Italy offered by its own writers and filmmakers. The texts that we will look into encompass many different peripheral voices that are nonetheless very powerful and fundamental to a true understanding of the Italian culture: southern Italians, Jewish Italians, emigrants (and Italian Americans), political dissidents, women, and more recently, immigrants from the global East and South are the voices that have contributed to create a country of intrinsically great and complex ethnic, religious, linguistic and political diversity; voices that often remain unheard.

### Italian Culture through Music

CLT 292 F; Dual listed: MCT 292 F  
Cr: 3; Contact hrs: 45

This course offers students an approach to understanding Italian culture and society through an exploration of its rich and varied musical traditions. Mountainous geography and political struggles have given Italy a wide variety of musical styles and cultures. Taking the form of a musical journey across Italy, the course explores sacred, secular and dramatic music from the major Italian cities and also strays off the beaten path to discover the vibrant folk traditions of villages and rural communities. The course also explores the origins and influence of Italy's dramatic and lyrical tradition, from the early multimedia spectacles of 16th-century Florence to the patriotic operas of Verdi and the realism of Puccini. Classes will include musical illustrations and demonstrations and students will also be encouraged to go to related concerts and musical events in Florence and Tuscany. Music offers an original and important perspective on the culture of Italy.

### Broadcasting: Italian Culture and Television

CLT 305 F; Dual listed: COM 305 F; SOC 305 F  
Cr: 3; Contact hrs: 45

This course examines the development of commercial television broadcasting, its beginnings in radio and its creation of distinctive genres in Italy. Italian state and private television are analyzed and compared. The course also considers different theoretical approaches to the analysis of television by investigating the various theories of its effects and the impact on other media. The course will examine today's main trends, strategies and broadcast in Italian television. A strong link is also provided between Italian television and Italian culture.

**Prerequisites:** COM 180 Mass Communication, or equivalent

### Images and Words

CLT 355 F; Dual listed: ART 355 F  
Cr: 3; Contact hrs: 45

In this interdisciplinary course different disciplines converge to enhance students' skills as readers of visual as well as verbal texts. It aims to open up new ways of seeing and perceiving works of art by exploring the relationship between us (spectators and/or creators), images and words, involving questions such as What is art? Where do we see art? How do we look at art? What words do we use while talking about a work of art, explaining and/or describing it? Can we "read" images? Can we "see" stories? Students analyze a selection of fundamental theoretical texts and produce close examinations of visual and written works, including narrative prose and poetry. Students have the opportunity to become active spectators who, through activities of observing, reading, sketching and writing, experience different modes of looking at art while learning about art theory, art history, literature, museum culture and sociology.

**Prerequisites:** Junior standing

## COM - Communications

### Public Speaking and Presentation Skills

COM 105 F  
Cr: 3; Contact hrs: 45

This course provides an introduction to public speaking in group and whole-class situations. It will help students to develop their delivery skills as well as the content of their presentations,

including the development and organization of ideas and use of research material. Students will analyze a variety of speeches, in written and oral formats, and will be required to develop working outlines for their own presentations. Classes will also involve voice and body language exercises and will teach strategies for overcoming performance anxiety.

### Introduction to Communication

COM 130 F

Cr: 3; Contact hrs: 45

This course surveys the theories of communication relevant to all contexts (including interpersonal, group, organizational, mediated, and cultural) and the ways in which contexts affect the form of communication. The course introduces students to essential concepts and fundamental theories that describe the processes, functions, natures, and effects of communication. General goals of the course are to familiarize students with the basic concepts of communication and to help them understand and improve basic skills in relation to interpersonal communication. Students deal with ethical issues and global opportunities and challenges offered by communication, and they have an opportunity to develop their critical thinking and writing, as well as group work and presentation skills.

### Foundations of Visual Communication

COM 175 F; Dual listed: GRA 190 F

Cr: 3; Contact hrs: 90

This course is essential for all students that, either as beginners in graphic design or with previous experience in digital graphics, desire to learn the secrets of “good design.” The aim of the course is to assist students in developing intellectual skills and familiarity with the rules which underpin the creation of graphic works that convey both aesthetic quality and communicative power. The course is structured into a series of projects, lectures, analyses and drawing exercises which, through the application and study of design theories, aim at offering students a methodology for solving graphic and visual projects. Topics include: B/W techniques, layouts and grids, colors and shape balance, mirror and rotational symmetries, repetitive patterns, archetypes and primary shapes, fonts and typography, studies of visual languages and cultural backgrounds, analysis of styles and artwork, rules to derive families of shapes and colors, formats and harmonic proportions such as the diagonal of the square, icons, logotypes and trademarks, studies of 3D models and packaging. The course places emphasis on the learning of graphic design principles and concepts that are independent from the tools used for production (digital or manual techniques). There is a focus on learning from the great tradition of Italian design, and the student is encouraged to make the most of the visual and cultural experience offered by the city of Florence.

### Foundations of Visual Communication (Summer only)

COM 176 F; Dual listed: GRA 191 F

Cr: 3; Contact hrs: 45

This course is essential for all students that, either as beginners in graphic design or with previous experience in digital graphics, desire to learn the secrets of “good design.” The aim of the course is to assist students in developing intellectual skills and familiarity with the rules which underpin the creation of graphic works that convey both aesthetic quality and communicative power. The course is structured into a series of projects, lectures, analyses and drawing exercises which, through the application and study of design theories, aim at offering students a methodology for solving graphic and visual projects. Topics include: B/W techniques, layouts and grids, colors and shape balance, mirror and rotational symmetries, repetitive patterns, archetypes and primary shapes, fonts and typography, studies of visual languages and cultural backgrounds, analysis of styles and artwork, rules to derive families of shapes and colors, formats and harmonic proportions such as the diagonal of the square, icons, logotypes and trademarks, studies of 3D models and packaging. The course places emphasis on the learning of graphic design principles and concepts that are independent from the tools used for production (digital or manual techniques). There is a focus on learning from the great tradition of Italian design, and the student is encouraged to

make the most of the visual and cultural experience offered by the city of Florence.

### Mass Communication

COM 180 F

Cr: 3; Contact hrs: 45

This is an introductory course to mass communication, focusing on a wide range of old and new media. Thus, the major themes will be two: “traditional” media (newspapers, magazines, radio, telephone, Motion Pictures, TV) and “digital” media (personal computers, Internet, digital TV). Through a “social history” of the development of mass communication, much attention will be paid to the “convergence” of old and new, as well as the most relevant marketing topics (product marketing, advertising). The course will show how technological changes have influenced mass media in modern times by increasing their variety and power. Secondly, it will examine how these changes brought about new communication possibilities, either as completely new concepts or in conjunction with existing media. Finally, the main cultural changes resulting from this evolution will be analyzed and discussed with regards to individual and social changes, and political and economic impact and the role of information in our society. Semiotics is fundamental to approaching mass communication as a wide-scale linguistic phenomenon in which transmitters, receivers and messages can be identified, analyzed and critically interpreted at any possible level.

### New Media: Communication in the Digital Age

COM 182 F

Cr: 3; Contact hrs: 45

What do we really mean when we use the term “mass media” today? Is it really the same thing we could have meant twenty years ago, when television was still the main tool for mass information? The digital age has introduced new communication devices (laptops, digital cameras, smart phones, iPods, iPads) and new virtual places (blogs, chat rooms, social networks, online shops, peer-to-peer platforms), shaped around our wants, though often perceived/imposed as “needs.” Following a two-step program, the student will learn about causes and effects of the digital revolution: first analyzing features and functions of all main digital communication devices (and places), then discussing their influence on us as citizens, artists, professionals, individuals.

### Introduction to Journalism

COM 185 F; Dual listed: WRI 185 F

Cr: 3; Contact hrs: 45

Journalism covers a huge range of output across all media and is an influential form of communication in almost every country of the world. Journalism involves the sifting and editing of information and events; it is about putting ideas and controversies into context, and it is about the assessment of the validity and truthfulness of actions or comments. This course will offer an introduction to the history and practical skills of print and broadcast journalism. Students will be guided in researching and interviewing techniques and in writing news articles, reviews and features for a variety of media. They will also have hands-on experience in preparing, recording and editing a radio program or webcast.

**Prerequisites:** WRI 150 Writing for College, or equivalent

### Advertising Principles

COM 204 F

Cr: 3; Contact hrs: 45

Advertising is not a simple or random combination of images in an ad. The task of advertising is to build a positive perception of the product in the consumer’s mind. Every commercial, every ad in magazines, every TV advertisement is designed to deliver a particular message to a particular audience. This course will deal with contemporary advertising and also with the media and graphic modes used to convey it. Topics include the philosophy of advertising and its role in society; how advertising relates to life, society and economy; current trends in advertising as viewed from the creative, marketing and media standpoints; the stereotypes that advertising proposes to us and the reaction of our society to these suggestions; how advertising is made, created and projected.

**Prerequisites:** COM 180 Mass Communication, or BUS 150 Introduction to Marketing, or equivalents

## Body Language and Communication Techniques

COM 212 F; Dual listed: PER 212 F  
Cr: 3; Contact hrs: 45

This course teaches students to use the body to achieve greater professional and social success by increasing the relational and communication capacities of every student, preparing them to enter the working world. The training is aimed at acquiring transversal expertise linked to communication, verbal and non verbal, working in groups, motivation, and body language control. The “learning by doing” methodology is very practical and involves the student in a pro-active way, through exercises and improvisation, testing individual attitudes and personal capacities. Neutral mask and participative and creative techniques will be employed, from a theatrical approach to non verbal communication, team building, self-presentation, body language exercises, movement, and motivation, guiding each student to discover his or her strengths, and to better identify the working path coherent with individual expectations and capacities.

## Event Planning

COM 232 F; Dual listed: BUS 232 F  
Cr: 3; Contact hrs: 45

This course introduces students to special event planning processes and techniques. Emphasis is on creating, organizing, identifying sponsors for, marketing and implementing large-scale community events, as well as show rooms and trade shows to photoshoots and fashion shows. We will explore this very detail-oriented field as it deals with vendors, contracts, fundraising, budgeting, ethics, and other aspects. Students will research product, competition and target market to determine best possible exposure and success. As part of the course students may organize a real event in interdisciplinary collaboration with other departments.

## Screenwriting

COM 242 F; Dual listed: MCT 242 F; FVM 242 F  
Cr: 3; Contact hrs: 45

The aim of this course is writing for film. Feature-length screenplays demand a specific architecture. Students enter the class with an idea for a film, which can be based on something they experience during their stay in Italy, a memory, a story they heard, a concept based on novel they read, or anything that inspires them. The course is articulated in three parts. 1. Through lectures, workshop discussions and scene work, students explore and develop an understanding of the basic principles of screenwriting. Topics include: style, format, development, geography, image, scene, sequence, plot vs. character, hearing voices. Students develop the subject. 2. Students learn how to build a coherent treatment — a summary of the events and major emotional arcs of the film’s three acts. They develop the subject into a treatment. 3. Students complete their feature-length screenplay.

## Media Ethics

COM 245 F  
Cr: 3; Contact hrs: 45

Today’s communications are so complex and the problems they encounter happen so suddenly that we may not have time to consider all of the ethical implications. Journalists, editors, professionals in advertising and public relations are called upon to weigh up potential benefits and harm by their actions in covering stories, in revealing facts that might otherwise be kept private, and in respecting conflicting loyalties. They also find themselves confronted by situations in which they must choose between actions that seem equally right, or equally wrong. Wartime and peacetime propaganda, the Western world’s information system, the PR industry, digital convergence and new frontiers for mass communication: everyone encounters ethical dilemmas. The goal of this course is to train you to face what you will inevitably face in your professional careers and in your private lives.

## Literature and Journalism

COM 260 F; Dual listed: LIT 260 F  
Cr: 3; Contact hrs: 45

This course will examine the principle relationships between literature and journalism in a comparative context, focusing on American and Italian writers. Authors extending from Poe to Buzzati, from the exponents of American New Journalism (T. Wolfe, N. Mailer, G. Talese, etc.) to postmodern writers Fallaci, Tabucchi, among others, are considered. The course gives particular attention to the reporter as a character, to fiction and nonfiction style, and to ideas and theories of information, news, chronicles, and the art of communication.

## Integrated Marketing Communication

COM 262 F; Dual listed: BUS 262 F  
Cr: 3; Contact hrs: 45

Marketing communication is one of the most exciting and stimulating areas in modern marketing. Its importance has grown dramatically in the recent decades. The means through which we communicate all around the world have been affected by the new technological advances. These advances, such as the Internet, have enabled and eased interaction on a global scale. Therefore, marketers are looking for new means of communication that can better gain the attention of customers. This course will examine the theory and techniques applicable today to all the major marketing communication functions: ads, direct marketing, sales promotion, public relations, personal selling and the Internet. It will allow students to research and evaluate a company’s marketing and promotional situation and use this information in developing effective communication strategies and programs.

**Prerequisites:** BUS 150 Introduction to Marketing, or equivalent. Recommended: COM 180 Mass Communication, or equivalent

## Crosscultural Communication in the Workplace

COM 271 F; Dual listed: BUS 270 F  
Cr: 3; Contact hrs: 45

People from more than one culture increasingly have to work together, work side by side, or collaborate on international projects, both at home and abroad. How easy is it to step outside our own cultural expectations? This is an intercultural communication course aimed specifically at understanding intercultural interactions in business or in the workplace from both theoretical and practical standpoints. On a practical level, this course will involve the students’ active participation in role play exercises and observations, and will help them to predict and manage intercultural misunderstandings both in the workplace and in more informal social settings. Business practices in different countries, in particular Italy and the USA, and individual case studies will be assessed and discussed according to these frameworks.

## Sport, Culture and Communication

COM 282 F  
Cr: 3; Contact hrs: 45

This course explores the various meanings of sport, how these meanings may be interpreted, and how sports fits into the larger context of society. Students will examine how sport can communicate cultural values, promote health, play an important role in prevention of chronic diseases and work effectively for social integration. Particular areas of interest include sport in the context of the following: nationalism and civic pride, health and wellness, social deviance, gender, race, social stratification, scholastic sport and higher education, and politics. Students will examine various texts and films that highlight the importance of sport in society. Special emphasis will be given to European and Italian approach to sports.

**Prerequisites:** Sophomore standing

## Intercultural Communication

COM 290 F; Dual listed: ANT 290 F  
Cr: 3; Contact hrs: 45

The course, which introduces students to the basic patterns of cross-cultural psychology and communication, proposes an analysis of communication behavior in interpersonal and intercultural, individual and group environments. Along with a

study of the influence of culture on identity, viewpoints, and communication, it progressively proposes all the theoretical concepts that are necessary to analyze communication in an interpersonal and intercultural context. Topics include: common communication difficulties, communication roles and proxemics. Special emphasis is placed on rituals, message patterns, clothing, myths, ideologies, and on the influence of the mass media on our cross-cultural representation of reality.

**Prerequisites:** Junior standing

### Conflict Resolution and Mediation Skills

COM 292 F; Dual listed: PSY 292 F  
Cr: 3; Contact hrs: 45

This intensive course grounds students in the theory of the methods of collaborative conflict resolution strategies and trains them to use those methods for a range of real-world situations. Central are techniques of proven professional effectiveness, in particular those of the National Conflict Resolution Center. The course includes an overview of interest-based conflict resolution, effective communication skills (to prevent escalation), negotiation from a problem-solving (rather than competitive) perspective, approaches for managing conflicts in personal and professional settings, and a strategy for leaders on campuses, communities, and workplaces. Students further learn the art of formal mediation with individuals and large groups. Further techniques serve to deal with more intractable disputes in the realm of high-intensity, complex, and large-scale conflicts. In addition to a highly structured process, students learn culturally appropriate adaptations, how to manage impasse, and how to handle highly emotional people. Taught by NCRC instructors.

### Public Relations

COM 300 F  
Cr: 3; Contact hrs: 45

We will study the definitions, functions and evolution of public relations, including the application of PR theory and ways to plan a PR campaign (planning process, issue analysis, research methods and strategies). The different fields in which public relations practitioners operate will be presented in relation to case studies and exercises: media relations, event management, crisis management, corporate identity, internal/external communications, community relations, international PR and marketing support, and effectiveness evaluation. Finally, future perspectives and new technological opportunities will be taken into account, trying to define new boundaries for a discipline too often underrated or misunderstood.

**Prerequisites:** COM 180 Mass Communication, or equivalent

### War and Media

COM 301 F; Dual listed: POL 301 F; PST 301 F  
Cr: 3; Contact hrs: 45

This course analyses the role played by the media in the evolution of national and international wars. We will investigate the extent to which the media either influence decision-making about military interventions or serve as tools in the hands of government officials seeking to influence public opinion. A number of media-related phenomena will be studied including the CNN effect, agenda setting, real time policy, media diplomacy, media war, news management and propaganda, through the examination of key international conflicts, especially since 1950. Several different topics will be explained to understand the intersection between war and media: the proliferation of satellite technologies and the internet; the importance of the international TV networks (like CNN and al Jazeera); the role of still and moving images; the importance of journalists and journalistic routines; the relevance of press conferences, briefings, and official statements; the representation of war in movies and artists' works; the media gap between "North" and "South"; the emergence of "non-Western" media; and also the spread of ethnic conflicts and terrorism, and the more and more asymmetric nature of war.

**Prerequisites:** COM 180 Mass Communication, or HIS 130 Western Civilization, or POL 150 Introduction to Political Science, or equivalents

### Communication and Leadership

COM 304 F; Dual listed: BUS 304 F  
Cr: 3; Contact hrs: 45

In time of crisis, the demand for responsible leadership is urgent. It is necessary to transform this urgency into a reality when there is a lack of future prospects for young people, communities, and business institutions and organizations. This interactive practical course is designed to introduce students to the tasks, strategies, and skills of effective leadership. Course activities will move students from theories and concepts to the practical processes of leadership. Students will be exposed to the nature of leadership through presentation of objective material and group activities. Topics will include motivation, credibility, influence, power, communication styles, negotiation, ethics, diversity, and current models of leadership.

### Broadcasting: Italian Culture and Television

COM 305 F; Dual listed: CLT 305 F; SOC 305 F  
Cr: 3; Contact hrs: 45

This course examines the development of commercial television broadcasting, its beginnings in radio and its creation of distinctive genres in Italy. Italian state and private television are analyzed and compared. The course also considers different theoretical approaches to the analysis of television by investigating the various theories of its effects and the impact on other media. The course will examine today's main trends, strategies and broadcast in Italian television. A strong link is also provided between Italian television and Italian culture.

**Prerequisites:** COM 180 Mass Communication, or equivalent

### Creating the Multimedia Sports Narrative

COM 351 F  
Cr: 3; Contact hrs: 45

In this course, students gain first-hand experience in using various media tools to create sports narratives. This includes using text, video, audio, and still pictures to create dynamic sports stories. Students will begin by studying and discussing successful multimedia sports stories for journalistic, promotional, and literary functions, examining the role of author, audience, and goal. Particular focus will be given to successful sports blogs that maintain a distinctive voice. Students will also examine the role of culture and context in creating these narratives. Students will connect with local sports organizations and sporting communities to develop story ideas and establish visual elements. Then, in consideration of the digital tools available, students will create and publish their own multimedia sports stories, ranging from photo essays personality to video driven content to written narratives to stories containing all these elements. In the class, each student will be responsible for building their own multi-media spots "blog" that will serve as the foundation and portfolio of their work. Students will be responsible for filing weekly "stories," using all the aforementioned techniques, while working towards a substantial, final project. Students will share and critique each other's work each week during class.

### Global Sports Marketing

COM 352 F  
Cr: 3; Contact hrs: 45

This course will cover the practice of sports marketing in the increasingly globalized athletic economy. Students will begin by discussing the global sports economy and the creation of international sports brands. Students will study the different aspects of sports marketing, from sponsorships to event planning to understanding publics and publicity, all within the complex nature of international sporting events and audiences. Students will examine the difference in marketing practices across nations and cultures and study the challenges of marketing international sporting events to varied audiences. Students will also look at the impact of globalization on the needs of corporate sponsorships, as well as the impact of global sporting events on local and international communities. Students will examine case studies of various global sporting events to better understand best practices. By the end of the class, students will create a strategic marketing plan for an international sporting event.

## Sport in Global Cinema and Television

COM 353 F  
Cr: 3; Contact hrs: 45

This course will examine portrayals of sport in various forms in movies and television programs from different nations and cultures. Students will begin by examining the history of sport in film and television. Students will look at the techniques and narratives used to portray sport, noting various themes, ideas, and stylistic choices that are commonplace in the creation of the sport narrative in these mediums. Students will look at the way in which sport speaks to and exists within the society in which the film was produced, with a particular focus on similarities and differences amongst different countries and societies. The course will also examine the way in which the "other" is portrayed in sport films and programs, again looking for how this varies across the globe. Primary discussion topics include race, gender, class, national identity, and various social issues built into the sports narrative. Films and television programs will include fiction, non-fiction, as well as documentary projects focused on sport. Throughout the course, students will present papers and presentations on assigned films and readings.

## Communications Internship: LdM Web TV

COM 361 F; Dual listed: FVM 361 F  
Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Communications. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is with the LdM Web TV. Interns develop and carry out various activities which may include but are not limited to: script writing, multimedia writing, interviews, research, video work, editing, and website management.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Communications/Journalism/Film majors of junior standing. Fluency in Italian may be advantageous but is not required

## Communications Internship

COM 362 F  
Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Communications. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is with a Communications agency. Interns develop and carry out various activities which may include but are not limited to: writing new articles; updating and adapting pre-existing articles for different media formats; database entry; contributing to blogs, social media, websites; developing new projects.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, writing sample. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term and an Italian language placement test.

**Prerequisites:** 1) English/Writing/Journalism majors of junior standing; 2) Intermediate Italian 2 completed (ITL 202 level) and concurrent enrolment in an Italian class (ITL/ITC). Exceptional written English required. Recommended: strong writing and communication skills

## Journalism Internship

COM 363 F  
Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Journalism. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is with a local newspaper. Interns develop and carry out various activities which may include but are not limited to: researching news outlets, pitching and writing news and feature articles; translation from Italian into English; photojournalism; street journalism; copy editing and proofreading; picture research; administrative work on secondary publishing projects (books, apps, digital content); attending press conferences and events.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, writing sample. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term and an Italian language placement test.

**Prerequisites:** 1) English/Writing/Journalism majors of junior standing; 2) Intermediate Italian 2 completed (ITL 202 level) and concurrent enrolment in an Italian class (ITL/ITC). Exceptional written English required. Recommended: strong writing and communication skills

## Communication in Public Administration Internship

COM 364 F; Dual listed: ITC 364 F  
Cr: 3; Contact hrs: 135

This internship provides professional experience in the field of Communications at a prestigious public office. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten/twelve hours weekly at the internship site; student internship schedules and onsite duties may vary. The internship provides an inside look into Florence's Public Administration. With this unique experience the students establish themselves as part of a communications team and learn valuable technical skills, while providing information to the English speaking community of Florence. Interns develop and carry out various activities which include but are not limited to: translating important news and announcements from Italian into English; finding the main points of an official document and making a short summary of those points for online publication; using specific databases and maintaining a website; working as a liaison with external offices; drafting translations from English into Italian.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, writing sample in English, formal letter of intent in Italian. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an Italian language placement test and an onsite interview during the first week of the term. Proficiency in Italian required. Since the translations are from Italian into English, high proficiency in written and read English is expected.

**Prerequisites:** Advanced Italian 1 completed (ITL 301 level) and concurrent enrolment in an Italian class (ITL/ITC). Recommended: strong writing and communication skills; translation experience

## Public Relations Internship

COM 365 F  
Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Public Relations. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is at a local company. Interns develop and carry out various

activities which may include but are not limited to: drafting pitches and press releases; social media management; blog writing; marketing research on effective and creative PR strategies and client possibilities in various markets; analyzing client materials and online presence to improve and expand its marketing communications; give creative input for innovative Public Relations solutions for new projects.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, writing sample. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Public Relations majors of junior standing with at least 2-3 prior courses in the field. Fluency in Italian may be advantageous but is not required

## EDU - Education

### Peace Education

EDU 302 F; Dual listed: PST 302 F  
Cr: 3; Contact hrs: 45

This course moves from the description of crucial personalities to the development of an educational framework for peace. Students will investigate some historical cases such as the inspiring ideas and practical experiences of Gandhi in India and Maria Montessori in Italy, who founded houses for children at the beginning of the last century. Students will also explore the experiments of Danilo Dolci and his collaborators in Sicily, and the achievements of Lorenzo Milani in Tuscany. We will explore possible resonances between these activities and those of young Americans in the 1960s, who moved to the southern US and founded popular schools as part of the struggle against racial segregation. Arriving at the present, we will give examples of the reciprocal maieutical method applied to adolescents in schools by using the autobiographical approach. What kind of needs do they express? What kind of ideals? What do peace, intercultural relations and social participation mean in their daily lives?

**Prerequisites:** Junior standing

### Education Internship

EDU 361 F  
Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Education, for the pre-school, kindergarten, primary, or secondary levels. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is with a private school. Interns develop and carry out various activities which may include but are not limited to: teaching the English language to children and adolescents aged 3 to 18, organizing didactic plans and activities, taking care of children aged 18 months to 3 years.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Education or Child/Adolescent Psychology majors of junior standing. Fluency in Italian may be advantageous but is not required

## ENV - Geography and Environmental Studies

### Introduction to Environmental Issues

ENV 180 F  
Cr: 3; Contact hrs: 45

Introduction to ecological concepts that provide a foundation for understanding present and future critical environmental

issues such as population growth, natural resource management, biodiversity and global changes, wilderness, food production, and changing habitats. Emphasis is placed on situating global environmental issues within an earth-systems science framework including climate change, pollution, land and coastal degradation, water resources, and habitat loss.

### Tuscany and its Environment

ENV 230 F  
Cr: 3; Contact hrs: 45

Particular emphasis is given to the relationship between the geography and history of the region, from the Etruscans, the first inhabitants of the area, to modern Tuscany. We will focus on the rural heritage of Tuscany, in particular on its influence on the society and economy of the region. In the second part the course we will focus on the main geographical, historical and cultural features of Tuscan cities (Florence, Siena, Arezzo, Pisa, Livorno and Lucca) and on the relevant geographical areas or the region (Mugello, Casentino, Garfagnana, Apennines, Chianti and Maremma). The main economic characteristics (craftsmanship, industry and tourism) of the region will be highlighted. The last part of the course is centered on the importance of the perception of Tuscany and of Tuscan landscapes by English-speaking cultures from the 19th century onwards.

### Sustainable Food

ENV 280 F; Dual listed: NUH 280 F  
Cr: 3; Contact hrs: 45

This course explores food and gastronomy in the light of environmental preservation, sustainable agricultural practices, the conservation of biological and culinary diversity and global justice. Drawing on a multi-disciplinary perspective which brings together academic research and the traditional knowledge of farmers and producers, students will explore the complexity of food and food systems through an analysis of their nutritional, social, and environmental aspects. They will be encouraged to reflect on the sustainable food movement in a holistic manner, and to question the roles of individuals and consumers in today's global food system.

## GND - Gender Studies

### Women, History and Culture

GND 250 F; Dual listed: CLT 250 F  
Cr: 3; Contact hrs: 45

The course surveys the changing roles and perceptions of women in Western history and culture from ancient times to the present. The relatively recent political enfranchisement of women and the rise of feminist thought and theory offer a framework and a destination. Students examine a wide variety of exemplary roles (wife, mother, priestess, nun, etc.) and individuals. Matrifocal societies and the widespread cult of the Mother Goddess were supplanted by patriarchal traditions, examined through Judaism and the Classical Greek world and their ideas, texts, mythologies, and social strategies. Students next explore the religious, social, and medical views of the first millennium and a half of the CE. With the Renaissance arrive new and better-documented perceptions by and of women. Social policies and both high and popular culture reveal persistent prejudices. The Early Modern era brings changes in social position as women become agents in the arts and sciences. Women's Rights are inscribed upon wider social and cultural struggles of the modern world. In conclusion, students encounter constructions of women present in today's culture and media, and still unresolved issues.

**Prerequisites:** HIS 130 Western Civilization, or equivalent

### Women's Contemporary History

GND 255 F  
Cr: 3; Contact hrs: 45

The aim of this course is to introduce students to the history of women's rights' movements (educational, political, economic, sexual and reproductive) around the world and for the past century and a half. We will consider how "women's issues" have changed over time, how feminism and feminist questions

have arisen in very different contexts, and how movements for women's liberation have developed. We will analyze and discuss a variety of primary sources (like historical documents, photos, literary sources, movies and documentaries etc.), which should provide students with a framework, chronological historical overviews and resources for enriching their knowledge of this complex set of cultural traditions. We will initially consider some of the implications of the study of women's history, dealing with the broad themes necessary to understanding women's history around the world. During the first part of the course we will examine issues that have shaped the history of women in particular places and during particular eras, starting with the European and American movements for human and women's emancipation in the mid-nineteenth century. Later, in the second part of the course we will approach the subject of global feminism as it has developed over the last decade, discussing current trends in gender and women's history from a regional perspective.

**Prerequisites:** HIS 130 Western Civilization, or equivalent

### Love, Beauty and Natural Selection: the Science and the Myths

GND 280 F; Dual listed: PSY 280 F  
Cr: 3; Contact hrs: 45

Evolutionary psychologists claim that men and women differ substantially in their attitudes and abilities; they theorize that beauty and attractiveness are signals of good health, good genes, or other qualities, and that all forms of human love are unconscious strategies for passing on these qualities to the next generation. These theories make excellent stories for popular science writers, which will often present them as proven facts that are very relevant to everyday life. However, this is far from true. Even a shallow examination of the theories and the data supporting them will demonstrate that, although entirely plausible, many hypotheses made by evolutionary psychologists are controversial, have very little empirical evidence supporting them, and will usually have very little practical relevance to people. Throughout the course we will learn the theoretical bases of modern evolutionary biology, review the most popular theories of evolutionary psychology (e.g. psychological gender differences, sexual love, marriage, parental love, female beauty, male beauty, sperm competition, female orgasm), observe the way they are presented in the media, and critically examine the science that supports them. The case studies we will encounter will inspire a more general reflection on the potential limitations of the scientific method, and on the potential flaws of modern popular science communication.

### Women of the Medici

GND 290 F; Dual listed: HIS 295 F  
Cr: 3; Contact hrs: 45

This course is an introduction to the important women of the house of the Medici (1368 - 1743). Particular emphasis will be given to their biographies and their unique roles in history. The Medici are the best-known and most prestigious Italian family, their history developed over four centuries and embraced thirteen generations. Their name is linked to the history of Florence. From simple bankers and merchants they became one of the most important families in Europe. In the story of the Medici family only a few of the women lived and acted as equals to men. Yet, some of these Medici women were more intelligent, more open and more positive than many of their masculine counterparts. We will explore four centuries of the Medici family, its men, its children, its power and its role in Florentine, Italian and European life, looking through the lens of the Medici women's lives.

**Prerequisites:** HIS 130 Western Civilization, or equivalent, or sophomore standing

### History of Prostitution

GND 295 F  
Cr: 3; Contact hrs: 45

The course analyzes the historical evolution of the concepts of sexuality and the body in the Western tradition, focusing on prostitution as a complex phenomenon where gender roles, sexual practices, religious and moral views, social power and legal boundaries intersect. The time period covered goes from the earliest historic cultures, through the classical Greek and

Roman traditions, the Christian Middle Ages, to the Renaissance and Reformation eras. In our analysis, interdisciplinary approaches are of great importance, allowing us to move between history, religion and mythology, philosophy, visual arts, literary sources and legal documents. Includes discussions to build comprehension of the phenomenon of prostitution in our contemporary Western societies, for necessary insight into where we stand at the moment in terms of the extent and nature of the phenomenon and how we perceive, research and understand it.

**Prerequisites:** Junior standing

### Women Characters in 20th Century Fiction

GND 303 F; Dual listed: LIT 303 F  
Cr: 3; Contact hrs: 45

This course explores some of the most interesting and important women characters in 20th-century European and American fiction. Such characters will include those created by male writers such as Molly in James Joyce's *Ulysses*, Connie in D. H. Lawrence's *Lady Chatterley's Lover*, Sarah in John Fowles' *The French Lieutenant's Woman*, and Vladimir Nabokov's *Lolita*. However, the course also seeks to compare and contrast such creations with female characters emerging from fiction written by women, for example Virginia Woolf's *Orlando*, Anna in Doris Lessing's *The Golden Notebook*, Christa Wolf's *Cassandra*, or Villanelle in Jeanette Winterson's *The Passion*. We will assume a gendered perspective to compare men and women writers and their different interpretations of womanhood; yet we shall also try to overcome the enclosures of critical theories and show how great literature can never be reduced to a mere system. Our position as readers will be of the utmost importance: the main focus of the course will be on reading and the pleasures it might offer.

### Women in Religion

GND 316 F; Dual listed: PHR 316 F  
Cr: 3; Contact hrs: 45

Women have been by turns defined by, harmed by, excluded from, but also enriched by religions. Often they have been and still are barred from equal spiritual footing with men in many religious institutions. But how do sacred texts and rituals define who we are and what roles we have as men and women? What do religious traditions teach communities about gender, bodies, sexuality, and the divine? This course considers the difficult question of gender (im)balances from within 3 major monotheistic Abrahamic religious traditions, namely Judaism, Christianity and Islam. Students will examine both the influences that religions have on women - through texts that have been written for, about and against women, - and also the interrelated influence that women have on religions - through texts written by women as individual participants of the religious experience or by feminist religious scholars who are challenging gender-exclusive language, roles and institutions. This course asks questions of current relevance about the changing roles of women inside religious communities, in the public sphere of leadership and authority, in the family and in everyday life. By examining traditional cultural beliefs and values derived from religions, and by using interfaith and gender perspective lenses, the course aims to offer resources to understand, evaluate and possibly challenge traditional roles.

## HIS - History

### Western Civilization

HIS 130 F  
Cr: 3; Contact hrs: 45

Survey of cultural, social and political developments in the western tradition between its origins in the Ancient Near East and the present. Themes include: the Judeo-Christian and Greco-Roman heritages, medieval to modern Europe, nationalism, industrialization, western imperialism, totalitarianism and two World Wars, challenges of the later 20th and early 21st centuries.

## Making of Modern Europe from Antiquity to French Revolution

HIS 150 F  
Cr: 3; Contact hrs: 45

The course will explore the vast physical, social, political and mental changes that occurred in European societies from the rise of Mediterranean civilization until the French Revolution. This long-term perspective will help students to understand the turning points in European history and the historical roots of contemporary European states. Particular attention will be devoted to the influence of Roman civilization on subsequent European empires and states. The evolution of Europe's external relations will be another key topic of the course. The imperial expansion of Rome, the barbaric invasions, the Crusades and finally the new forms of European colonialism will be analyzed and explained. The third main theme of the course will be the process of nation building in modern Europe, the rationale for the rise of nations and empires and the dynamics of the new system of states and international relations that appeared with the so-called Ancien Régime. This part of the course will provide students with a very important tool for understanding contemporary Europe and elements of historical methodology as well as elements of political theory which will be useful for other courses on European history and politics.

## Europe from 1815 to the Present

HIS 155 F  
Cr: 3; Contact hrs: 45

The course explores the major developments in society, politics, culture, and outlook in Europe between 1815 and the present. Themes include the technological and ideological revolutions of the nineteenth century, nationhood and national problems (some still unsolved), the two World Wars, and the difficult path to contemporary united Europe. The values of the French Revolution (liberty, equality, brotherhood) affected European history in an unprecedented way, partly through Napoleon's empire. The rise of new ideologies including liberalism, socialism, imperialism, and nationalism changed the shape of Europe forever, as did the upheavals of the Industrial Revolution. We will relate totalitarian regimes (chiefly Bolshevik Russia, Fascist Italy, and Nazi Germany) to the origins and aftermath of World War II. The postwar balance of world power forced European nations to redefine their identities and global roles. If the Cold War, symbolized by the Berlin Wall, expressed deep breaches within Europe, today's European Union represents a new approach to overcoming national divisions through political and economic integration. This course provides tools for understanding contemporary Europe, and elements of historical methodology and political theory useful for further study of European history and politics.

## Ancient Rome

HIS 200 F; Dual listed: CLA 210 F  
Cr: 3; Contact hrs: 45

This course offers a comprehensive introduction to the history and growth of the ancient Roman empire from the early settlements in Latium, through the republican and imperial periods, to the formation of a new Roman world after the crisis of the 3rd century. A series of themes and issues will be explored: the range of primary sources available for ancient history; the political organization of the Roman state; the territorial expansion and its influence on the cultural and administrative sphere; Roman religion and the spread of Christianity; the Roman frontiers and the barbarian populations; and the end of the Roman world and the birth of a new society. In order to stimulate students' critical skills in observing historical phenomena, a problem-oriented approach will be supported by readings of primary sources. Students will also have the chance to observe different approaches to understanding the past and will develop a sense of the role of historians and history in society.

## Medieval Civilization and Culture

HIS 212 F  
Cr: 3; Contact hrs: 45

This course explores the remarkable series of transitions that Western civilization underwent between the years 313 and 1400 CE, dates corresponding to Emperor Constantine's

official acceptance of Christianity, and the imposition of humanistic culture. In culture, politics and society, this long period witnessed a reorientation of values and enormous shifts in the configuration of Europe. In the visual arts, efforts to interpret classical artistic language were flanked by innovative contributions from different cultures. As students study historical and literary sources, archaeology as well as architecture, sculpture and painting, they acquire a chronological map of the essential developments, learning to distinguish between eras, and to interrelate political, social, economic and cultural trends. Rejecting the popular notion of a "dark age" of culture in the Middle Ages, we shall emphasize the concept of historic evolution. Topics include: the Late Roman Empire, the Barbarian invasions, monasticism, medieval Christianity, the Crusades, the rise of the Italian city-states, the Black Death, and the roots of the Renaissance; Early Christian, Carolingian, Ottonian, Byzantine, Romanesque and Gothic Art. Italian developments and monuments receive special attention, and site visits in Florence and Tuscany form an essential component of the course.

## Florentia: the Ancient Roots of Florence

HIS 215 F; Dual listed: CLA 215 F  
Cr: 3; Contact hrs: 45

This course analyzes the ancient past of Florence from its origins to the end of the Roman Empire. A few aspects concerning the Barbarian rulers will also be considered. The ancient town of Florentia will be discovered during each lesson through a variety of sources: written texts from ancient and medieval authors, archaeological evidence, past excavations and recent discoveries, artifacts and items housed in local museums as well as objects unearthed in recent years. Emphasis will be placed on the urban pattern by tracing and locating the main temples and sacred spaces, public buildings and private houses. Beyond acquiring a basic chronology and a timeline, students will closely examine selected topics about Roman civilization, art and architecture, lifestyle and customs. To better understand certain themes, a number of visits and field trips are planned, including to the National Archaeological Museum of Florence and little-known archaeological areas.

## The Holocaust: Jewish and Christian Responses

HIS 235 F; Dual listed: PHR 240 F  
Cr: 3; Contact hrs: 45

This course is an introduction to the legacy of the Holocaust and its religious implications. The course explores Christian anti-Judaism as one of many factors in the Nazi rise to power and the "Final Solution". It then proceeds to various accounts of life in the Nazi ghettos and death camps and deals with Christian and Jewish efforts to remember the Holocaust within particular communities and places. The course will focus on the Holocaust of the Italian Jews. It will begin with an analysis of the emergence of the Fascist movement in Italy, which led to the Racial Laws. It will proceed with the study of specific stories of persecution, deportation and salvation in the various cities of Italy. We will study in depth the reaction of the Vatican to the Holocaust. In addition we will analyze the reactions of Italian society, starting right after the war up until today, to the Holocaust.

## War in the Greek and Roman Worlds

HIS 246 F; Dual listed: CLA 246 F  
Cr: 3; Contact hrs: 45

An exploration of warfare in ancient Greece and Rome in terms of values and ideology, impact on society, practices, arms and artefacts, and representations. For Greece the focus is on the fifth-century through the Hellenistic era, while for Rome the entire time-span from monarchy through the empire and late Antiquity is considered. Students analyze the strategy and the unfolding of major wars and events, as well as the careers of outstanding figures including Alexander the Great and the emperor Augustus, promoter of the pax romana. Students come to grips with the mindset and actual experiences of commanders and common soldiers as they prepared for campaigns and engaged in battles and sieges. The civilian experience of war is not ignored. Space is dedicated to the problematic relationship between modern regimes and ancient

military culture, notably the Italian fascist excavations of imperial Roman sites for propagandistic ends.

## The Social World of Renaissance Italy

HIS 248 F

Cr: 3; Contact hrs: 45

From the age of communal civilization to the splendor of the Renaissance and beyond, this course explores the main social, cultural and religious developments that defined one of the most intense periods in Italian history. The course is centered around a gallery of portraits, common and uncommon people, each one representative of its own age. The peasant, the citizen, the merchant and the friar will introduce us to the country and city life in the age of the Commune. The scholar, the artist, the patron and the courtesan will bring us into the world of cultural renewal in the age of the Renaissance. The religious rebel, the inquisitor and the heretic will testify to the downfall of one age and the rise of a new cultural atmosphere. This approach will allow us to analyze the social and cultural movements through the concrete lives of the individuals and to examine the historical phenomena in terms of individual choices and experiences. To this purpose both the members of the élite and the common people will be explored in their behavior and values, daily practices and mentality. The city of Florence will provide vivid illustrations of the various developments dealt with.

## The Quarters of Florence: History and Culture

HIS 250 F

Cr: 3; Contact hrs: 45

The course offers students a first-hand experience of the historical city of Florence, which from 1252 was divided into four "quartieri" or quarters. Each quarter, which was named after the main church of the district, presents its own particular social, political and urban characteristics, and these form the central themes of the course. Students will discover the prestigious families, major buildings, artistic masterpieces, economic activities and historical events that have characterized the development of each quarter from the medieval period to the modern age. Site visits will form an essential part of the learning experience.

## The Catholic Church and Society in Italy

HIS 254 F; Dual listed: PHR 254 F

Cr: 3; Contact hrs: 45

Over the centuries the Catholic Church has had a major impact on Italian society, and its beliefs and traditions form a central part of modern Italian culture. This course explores the interaction of religion and society in Italy over a long period, beginning with the birth of Christianity, and moving onto early developments in Latin Roman times, the Middle Ages, the Renaissance, the Reformation and Counter Reformation, up to contemporary issues in the present day.

**Prerequisites:** HIS 130 Western Civilization, or PHR 210 World Religions, or equivalents

## The Jewish Experience in Italy: Traditions and Culture

HIS 262 F

Cr: 3; Contact hrs: 45

This is a general introduction to the rich and varied world of the Jews in relationship to the history of Italy from the first Jewish settlements till today. We shall examine the early history of the Jews of Italy from their arrival as imperial slaves during the ancient Roman Empire. Next we shall discover the fascinating and dynamic relationships of the Jews as bankers, artisans, authors and physicians. We shall see how the Jews, while separated from the mainstream culture of Christian Italy, gave a remarkable contribution to the ideas of Renaissance civilization. Finally the course will examine the modern experience, from Napoleon and the Italian Risorgimento, through the catastrophe of the Nazi Holocaust, to the Jewish contribution to contemporary Italy.

**Prerequisites:** HIS 130 Western Civilization recommended

## Lifestyle in Renaissance Florence

HIS 280 F; Dual listed: ART 280 F

Cr: 3; Contact hrs: 45

Important Renaissance works of art, paintings, sculptures, and art objects like wedding chests and furniture, ceramics, and jewels and luxurious clothing are often characterized by coats of arms, by family, individual, or wedding emblems, and by symbols that are deeply related to their powerful commissioners (such as the Medici, Rucellai, Strozzi, and Pitti families in Florence). The course will illustrate and investigate their possible meanings and connections with history, families, and artists of the Renaissance, as well as with philosophy, astrology, and iconography from the end of the 15th to the 16th century.

## Italy's Contribution to Modern Science

HIS 281 F; Dual listed: PHR 281 F

Cr: 3; Contact hrs: 45

This course introduces science students to the historic developments of the basic principles and theories of modern physics, astronomy, engineering, chemistry, and biology. Students learn about the contributions of great Italian scientists and mathematicians, from the early modern period, through the Enlightenment era, and the Twentieth Century. Figures studied include Leonardo da Vinci, Galileo, Vincenzo Viviani, Alessandro Volta, Enrico Fermi, and others. Ideas and discoveries are contextualized by exploring their impact (and that of related technologies) on history and society.

## The Renaissance Theory of Love

HIS 285 F; Dual listed: PHR 285 F

Cr: 3; Contact hrs: 45

"Love" is a fundamental concept in our culture. A glance into contemporary literature, poetry and cinema will demonstrate the centrality of this notion still in modern days. During the Renaissance, the concept of "love," which draws its basic tenets from Marsilio Ficino's interpretation of Platonic love, was even more central and predominant. This course will begin with the study of the Neoplatonic metaphysical theory, the basis of the Renaissance theory of love, as interpreted by Ficino in the fifteenth century, and will follow its development to more encompassing theories, such as that of Leone Ebreo, and especially to the manifestation of these theories in art and literature (at times very light courtly literature), which became very fashionable in the sixteenth century and known to a very large and varied public. The course will consist of the study of various types of fifteenth and sixteenth primary sources (philosophical and literary) and of the study of the works of art, especially of Titian and Michelangelo, backed with the reading of up-to-date secondary sources.

**Prerequisites:** PHR 130 Western Philosophy, or HIS 130 Western Civilization, or equivalents

## The 1960's: a Global Counter Cultural Movement

HIS 290 F

Cr: 3; Contact hrs: 45

The course aims to study this seminal decade through an analysis of the most important historical, social, cultural and artistic achievements of the period, specifically in the USA, Italy, Great Britain and France. In the first part of the course students will explore the cultural climate marking the end of the 1950's and beginning of the 1960's in the USA and in Europe (for example McCarthyism and Eurocommunism). Students will investigate how these elements contributed to the birth of a new public sensibility towards politics, minorities, women, culture and social values. The central part of the course will focus on some of the leading personalities of the time, such as Martin Luther King, J. F. Kennedy and D. Cohn Bendit, and on the main themes of the cultural debate of that time (pacifism, new social values, individual creativity and racial integration). The last part of the course will provide the opportunity to evaluate the achievements of the decade and reflect on its subsequent consequences.

## Women of the Medici

HIS 295 F; Dual listed: GND 290 F  
Cr: 3; Contact hrs: 45

This course is an introduction to the important women of the house of the Medici (1368 - 1743). Particular emphasis will be given to their biographies and their unique roles in history. The Medici are the best-known and most prestigious Italian family, their history developed over four centuries and embraced thirteen generations. Their name is linked to the history of Florence. From simple bankers and merchants they became one of the most important families in Europe. In the story of the Medici family only a few of the women lived and acted as equals to men. Yet, some of these Medici women were more intelligent, more open and more positive than many of their masculine counterparts. We will explore four centuries of the Medici family, its men, its children, its power and its role in Florentine, Italian and European life, looking through the lens of the Medici women's lives.

**Prerequisites:** HIS 130 Western Civilization, or equivalent, or sophomore standing

## Europe since 1945

HIS 299 F  
Cr: 3; Contact hrs: 45

The course focuses on the history of Europe after World War II until the present. It covers both Western and Eastern Europe, dealing with the political, economic and social developments on the two sides of the iron curtain. It investigates the main Western and Eastern European issues: the immediate post-war situation in the West (France, Great Britain and Italy) and in the East (Poland, Czechoslovakia, Yugoslavia); the German problem and German division; the Cold War in Europe and European reactions (East and West); the Hungarian and the Suez crisis in 1956; the 1968 unrest and the Prague Spring; German-German relations; the roots of the crisis in the East and the events of the 1980s (Poland); the end of the Cold War in Europe and German reunification; the disintegration of the Eastern bloc and its consequences (Poland, Czechoslovakia, Hungary, Rumania, former Yugoslavia); European integration from its origins to Eastern enlargement. These and many other themes will be discussed, considering the international background and the relationships between the two superpowers.

**Prerequisites:** HIS 130 Western Civilization, or equivalent

## Italian Renaissance Civilization and Culture

HIS 300 F  
Cr: 3; Contact hrs: 45

This course explores the historical, literary and cultural developments of one of the most remarkable and vibrant periods of Italian history: the Renaissance. Students will be introduced to the main historical developments of the Renaissance period from the late fourteenth century to the end of the sixteenth century. The Renaissance is above all the age of the individual and the affirmation of his/her achievements, best summed up by the credo "Man - the measure of all things". The focus of this course is therefore upon great personalities of the Italian Renaissance mainly in the fields of the visual arts, literature and philosophy, but also drawn from those of politics and civic life. These include key figures of the most prominent Italian families: the Medici, the Sforza, the Della Rovere; artists and architects: Brunelleschi, Leon Battista Alberti, Leonardo da Vinci, Michelangelo; writers, poets and philosophers: Dante, Petrarca, Boccaccio, Pico della Mirandola, Machiavelli, as well as merchants and bankers. All these individuals left their mark in Italy between the early 1400s and the late 1500s.

**Prerequisites:** HIS 130 Western Civilization, or equivalent

## The Role of Magic in Renaissance Thought

HIS 318 F; Dual listed: PHR 318 F  
Cr: 3; Contact hrs: 45

During the Italian Renaissance an extraordinarily talented collection of writers and thinkers embarked on a voyage of rediscovery, uncovering the rich body of knowledge left by ancient civilizations and creating a new and exciting synthesis from what they found. In this synthesis magical thought exerted a central and prestigious influence. Regarded as the key to understanding the nature of reality, magic occupied

much the same place held by natural science in today's society. This course explores the spiritual and magical world conjured in the thought of important Renaissance thinkers such as Marsilio Ficino, Pico della Mirandola and Giordano Bruno, examining their texts and visiting sites in Florence which made this city one of the great centers of Renaissance magic. By reinterpreting the Renaissance in the light of magic and imagination, the course offers a fresh perspective on the origins of the modern world.

**Prerequisites:** PHR 130 Western Philosophy, or HIS 130 Western Civilization, or equivalents

## Muslims, Jews and Witches: Outsiders in Medieval and Renaissance Europe

HIS 320 F  
Cr: 3; Contact hrs: 45

In the Medieval and Renaissance period Christianity provided Europeans with a strong cultural identity that determined both the perception of otherness and the mechanisms of social exclusion. This course analyzes European attitudes toward "outsiders" and examines the different patterns of relationship, discrimination, and persecution that emerged. The "others" lived far from Europe. The relationship with Muslims will be analyzed through the concept of holy war (in both versions, Jihad and Crusade) while Columbus will guide us to the encounter with the Native Americans. The "others" lived in Europe. Because of their religious diversity Jews were often perceived as potentially dangerous, suffering discrimination and persecution. Likewise for heretics, whose doctrinal and theological errors were not tolerated, or witches, who were believed to be inspired by the devil, and thus blamed for crimes that ultimately originated in collective fears, Europe's inner demons.

**Prerequisites:** HIS 130 Western Civilization, or equivalent

## Rise and Fall of the Medici

HIS 340 F  
Cr: 3; Contact hrs: 45

The course deals with the full story of this extraordinary family, whose fortunes are traced over three hundred years (from the late 14th century up to the early 18th century), from the rise of the bank under Cosimo the Elder to the final collapse of the house of Medici with the death of the last Medici in 1737. Since the power of the Medici family enabled its members to rule Florence, control the papacy, act as the "needle of the Italian compass," and sometimes influence the policies of an entire continent, the course will provide students with an understanding of the history, politics and civic life of this period. The Medici were statesmen, scholars, patrons of art, collectors, entrepreneurs and impresarios. Some of them were poets, others were popes. The course introduces students to philosophy and artistic movements by discussing the most important achievements and the people who worked for the Medici, like Michelangelo, Poliziano, Donatello, Botticelli, and several musicians who worked at the Medici court in the 16th and 17th centuries. Visits to churches, museums, palaces and galleries, which are a significant part of the study of the Medici family, will supplement classes.

**Prerequisites:** HIS 130 Western Civilization, or equivalent

## Magna Graecia: Ancient Greeks in Italy

HIS 346 F; Dual listed: CLA 346 F  
Cr: 3; Contact hrs: 45

Study of the extraordinary flourishing of ancient Greek culture in the region corresponding to present-day southern Italy. The course utilizes archaeological, literary, historical, and epigraphic evidence to provide an interdisciplinary understanding of the area where Western civilization and its classical heritage developed. The Homeric age of the 8th and 7th centuries BCE saw the end of the Trojan War. Just as Odysseus went westward, so did many Greek adventurers, traders, and refugees from the East. Greek city-states soon colonized the coastal areas of southern Italy and Sicily, an area that became known as Magna Graecia, "Greater Greece." Its settlers mingled and intermarried with the local population, while the great city-states of Sicily, including Syracuse and Selinus, more closely tied to mainland Greece, even hosted such renowned Greeks as the philosopher Plato and the tragedian Aeschylus. Indeed, the Greek alphabet and traditions, mythology, religion, art and artifacts, philosophy, and political institutions all profoundly influenced the wealthy

Etruscans in central Italy and eventually the Romans (Horace spoke of "Graecia capta"). Significantly, this influence did not supplant the deeply-rooted local languages and religions. The Etruscan and Roman worlds, unique classical civilizations in their own right, never became wholly Greek.

### International Terrorism

HIS 380 F; Dual listed: POL 380 F  
Cr: 3; Contact hrs: 45

Examination of the phenomenon of terrorism, which may be defined as the calculated use of violence (or threat of violence) against civilians in order to attain goals relating to political ideology. The first part will deal with the "terror regimes" of the 20th century (including totalitarianism and Latin American dictatorships); the second part will study different forms of terrorism in terms of (1) their geopolitical arenas and (2) their goals among which political independence, or the destabilization of governments and democratic systems. Includes close analysis of recent and current events.

**Prerequisites:** HIS 130 Western Civilization, or POL 150 Introduction to Political Science, or equivalents

### The Second World War

HIS 390 F  
Cr: 3; Contact hrs: 45

The Second World War caused the death of about 50 million people and enormous destruction all over the world. The course examines the causes of the war, focusing upon the rise of Nazism in Germany. It then focuses on the course of the war from a political, social and military point of view, taking into account the political strategies of the main powers, the most important war campaigns and the suffering of the civilian populations. A special session will be devoted to the great tragedy of the Holocaust. The course will conclude by examining the political consequences of the conflict: the new balance of power that was to last for almost 50 years, until the collapse of the Soviet Union.

**Prerequisites:** HIS 130 Western Civilization, or equivalent

## LIT - Literature

### Survey of Western Literature

LIT 150 F  
Cr: 3; Contact hrs: 45

This course is an exploration of major texts from antiquity to the present that have shaped and expressed Western cultural traditions (all readings are in English translation). Emphasis will be placed on the nature of genre, period, and style. The course also offers the opportunity to develop an awareness of literature and the skills required to approach and understand it.

### Italian Crime Fiction

LIT 220 F  
Cr: 3; Contact hrs: 45

From the middle of the twentieth century, Italian writers such as Gadda and Sciascia began to integrate into their novels and short stories certain aspects of the crime genre, in such a way that the mystery element became an instrument for analyzing contemporary Italian realities. By the 1990's a new generation of writers such as Camilleri, Ammaniti and Lucrelli had developed a specifically Italian approach to an international literary genre, the "Italian noir", which aims at revealing unpleasant truths to a vast audience in an entertaining way. The goal of this course is to explore some of the most representative works of the crime fiction genre in contemporary Italian literature, from its early forms to the present. The study of these works will also involve an analysis of the strong socio-cultural dimensions of contemporary Italy, which are the result of a complex combination of geographical, historical, political and linguistic factors. These in turn affect different forms of organized and unorganized crime, and differences in the relationship between citizens and the law. During the course students will also study the relationship between Italian crime fiction and its foreign counterpart, including the works of authors such as Dabdin, Highsmith and Harris.

### Literature and Journalism

LIT 260 F; Dual listed: COM 260 F  
Cr: 3; Contact hrs: 45

This course will examine the principle relationships between literature and journalism in a comparative context, focusing on American and Italian writers. Authors extending from Poe to Buzzati, from the exponents of American New Journalism (T. Wolfe, N. Mailer, G. Talese, etc.) to postmodern writers Fallaci, Tabucchi, among others, are considered. The course gives particular attention to the reporter as a character, to fiction and nonfiction style, and to ideas and theories of information, news, chronicles, and the art of communication.

### Florence in the Literary Imagination

LIT 275 F  
Cr: 3; Contact hrs: 45

Florence and Tuscany have long occupied a special place in the Anglo-American literary imagination. Since the Renaissance, English literature and culture have been permeated by Italian influences and specifically Tuscan ones. This course will take the student through the early Tuscan influences on English literature to then focus, through the study of travel notes, journals, novels and poems, on the works of those authors, both British and American, who were inspired by the Tuscan and Florentine environment. The course will focus on a range of novelists and poets such as P.B. Shelley, George Eliot, Elizabeth Browning, D.H. Lawrence, E.M. Forster, Thomas Harris, Magdalena Nabb, John Mortimer, Sarah Dunant and Salman Rushdie. Particular attention will also be given to films drawn from novels with Florentine settings - such as *Romola* (George Eliot) and *A Room with a View* (E.M. Forster).

### Many Italies, Other Italies: Modern Literary Representations

LIT 285 F; Dual listed: CLT 285 F  
Cr: 3; Contact hrs: 45

Focusing on Italian and Anglo-American literature and some films, this course will explore the multiple representations of Italy in the twentieth and twenty-first Century. Far from being the homogeneous culture that is often perceived from abroad, Italian culture is a very complex text where many different, and sometimes conflicting voices and images encounter. This course aims to look beyond what may be seen as mainstream Italy to discover peoples often marginalized by dominant cultural norms and stereotypes. Starting with the critical examination of the idealized image of Italy propagated by many famous foreigners throughout the ages, the course will then focus on the representation of Italy offered by its own writers and filmmakers. The texts that we will look into encompass many different peripheral voices that are nonetheless very powerful and fundamental to a true understanding of the Italian culture: southern Italians, Jewish Italians, emigrants (and Italian Americans), political dissidents, women, and more recently, immigrants from the global East and South are the voices that have contributed to create a country of intrinsically great and complex ethnic, religious, linguistic and political diversity; voices that often remain unheard.

### Contemporary European Literature

LIT 300 F  
Cr: 3; Contact hrs: 45

The course will focus on European contemporary literature surveying some of the most important authors of the last fifty years. Students will become familiar with Italian, English, Spanish, German and French authors. The course will deal with Nobel Prize winners such as Samuel Beckett (France/Ireland), Heinrich Böll (Germany), William Golding (England) and with other important novelists such as Martin Gaité (Spain), Italo Calvino, Antonio Tabucchi, Alessandro Baricco (Italy), Angela Carter (England). The course will also take into consideration non-European authors who, living in Europe, have had a huge impact on European literature, among others Jorge Luis Borges and the Nobel Prize winner Gabriel García Márquez.

**Prerequisites:** LIT 150 Survey of Western Literature, or equivalent

## Shakespeare's Italy

LIT 302 F; Dual listed: MCT 302 F  
Cr: 3; Contact hrs: 45

Shakespeare, the greatest English-language dramatist of all time, set approximately one-fourth of his plays in Italian cities such as ancient Rome, Verona and Venice. In this course, we will focus on a small selection of his "Italian plays," including "Romeo and Juliet" and "The Merchant of Venice," in order to see how Shakespeare combined historical evidence and fiction, past and present, for dramatic effect and social commentary. Students will work with primary sources; for the same purpose they may also perform selected scenes. This course allows students to learn more about Shakespeare's works and personality, and about relations between Elizabethan literary and theatrical culture and Renaissance Italy.

**Prerequisites:** LIT 150 Survey of Western Literature, or equivalent

## Women Characters in 20th Century Fiction

LIT 303 F; Dual listed: GND 303 F  
Cr: 3; Contact hrs: 45

This course explores some of the most interesting and important women characters in 20th-century European and American fiction. Such characters will include those created by male writers such as Molly in James Joyce's *Ulysses*, Connie in D. H. Lawrence's *Lady Chatterley's Lover*, Sarah in John Fowles' *The French Lieutenant's Woman*, and Vladimir Nabokov's *Lolita*. However, the course also seeks to compare and contrast such creations with female characters emerging from fiction written by women, for example Virginia Woolf's *Orlando*, Anna in Doris Lessing's *The Golden Notebook*, Christa Wolf's *Cassandra*, or Villanelle in Jeanette Winterson's *The Passion*. We will assume a gendered perspective to compare men and women writers and their different interpretations of womanhood; yet we shall also try to overcome the enclosures of critical theories and show how great literature can never be reduced to a mere system. Our position as readers will be of the utmost importance: the main focus of the course will be on reading and the pleasures it might offer.

## The Age of the Heroes: Iliad, Odyssey, Aeneid, and the Origins of Western Literature

LIT 306 F; Dual listed: CLA 306 F  
Cr: 3; Contact hrs: 45

The course is a general overview of ancient literature through the analysis and comparison of some of the oldest works of Western civilization. Through a reading of the most significant chapters of the *Iliad* and the *Odyssey*, students will get in contact with the aristocratic world and heroes described by Homer in 8-7th century BCE, in order to reconstruct the society of early Greece in the Mycenaean period. The stories presented in the *Iliad* and *Odyssey*, considered the "Bible" of classical civilization, show how Greeks used myth to express archetypal values which became immortal for successive generations. Myths are analyzed not only as amazing stories but also as bearers of important messages about life within society, and as primary forms of communication and instruction in a non-literate and oral society. The great influence of Greek myths on Roman legends will also be seen through the reading of some passages of the *Aeneid* - the national poem of Rome written by Virgil in the 1st century BCE - focusing on the link between Roman history and Greek tradition. The hero of the work, Aeneas, was the survivor of the fall of Troy and the ancestor of Rome's leaders. A comparison between Aeneas' and Odysseus' wanderings will conclude the course.

## Masterpieces of Italian Literature

LIT 307 F  
Cr: 3; Contact hrs: 45

The focus of this course is on Italian writers and literary movements from the 13th century to the present. Its goal is to read some of Italy's most representative literary works in translation and to examine their structure, novelty and relevance to their times, and to our own times as well. This course is designed to bring works of Italian literature to the attention of students who may have or may not have any knowledge of Italian. Topics will be introduced, followed by readings to be commented on by the students. Each student will also be

required to develop an individually chosen project based on a complete translated work. At the end of the term, each student will be required to write a paper on a chosen text and then give a presentation in class about his/her own work.

**Prerequisites:** LIT 150 Survey of Western Literature, or equivalent

## Dante, Petrarca, Boccaccio: Italian Literature of the 14th Century

LIT 315 F  
Cr: 3; Contact hrs: 45

This course deals with the three most important figures of Italian literature of the 14th century: Dante, Petrarca and Boccaccio. All authors will be placed in their historical context and appropriate political, artistic, philosophical and theological discussions will be integrated into the reading of their works. For example, discussion of Dante's political thought will be developed through a reading of the relevant Cantos of his masterpiece the *Divine Comedy* as well as some readings from the *Monarchia*. Together with Dante's *Divine Comedy*, the literary works which will receive the most attention will be Petrarca's *Canzoniere* and Boccaccio's *Decamerone*. The focus will be on how the three poets contributed to the new Italian vernacular, rather than Latin, as a literary form. Previously the Italian language was only regarded as a means of communication and thus considered a minor language until the literary revolution of the Trecento (14th century).

**Prerequisites:** Junior Standing or LIT 150 Survey of Western Literature, or equivalent

## Italian Grand Tour: Italy through the Eyes of Famous Travellers

LIT 350 F  
Cr: 3; Contact hrs: 45

This course is an introduction to the literature generated by the "Grand Tour" experiences between the 18th and the 19th centuries and to its continuation and development in the 20th century. The main focus will be the textual analysis of the memoirs, letters and diaries written by some of the most famous artists, writers and intellectuals who resided and traveled in Italy. Our selection will include British, German and American writers. Another important aspect of the course will be the study of the history, the works of art, the monuments and the folklore events of the main Grand Tour destinations: Venice, Florence, Rome. Students will learn about the different experiences of famous foreign travelers in Italy through the centuries and will be able to understand some stereotypes, prejudices and idealized visions about Italy and Italians that still survive today.

## MCT - Music, Cinema and Theatre Studies

### Italian Cinema and Society

MCT 200 F; Dual listed: SOC 201 F  
Cr: 3; Contact hrs: 45

This course explores Italian cinema from its origins to the present time, within the socioeconomic and historical context of Italian culture and society. The course is based on the premise that film can be usefully employed for studying a society's history and culture, including such areas as customs, ideologies, discourses, gender roles and social problems. Areas of particular focus will include Fascism, World War II, the economic miracle, the southern question, political terrorism of the 1970s, commercial television, the Second Republic, the Mafia, and the contemporary phenomenon of immigration. Along the way we will be looking at some of the major works of key directors, as well as at the most important genres of popular cinema, giving particular attention to the intellectual, historical, cultural, and literary matrix of each movie. Through analyzing the ways in which Italian cultural, social and political conflicts are portrayed and worked out both in art films and popular cinema, students will be encouraged to reach an understanding of the possibilities of film both as work of art and as cultural document.

## Introduction to Acting

MCT 205 F; Dual listed: PER 205 F  
Cr: 3; Contact hrs: 60

This course develops the skills and individual creative potential of students in expressing themselves in a theatrical context before an audience. Students learn the capacity to connect to the imaginary life of a character, and a series of techniques to act effectively in public. Course activities include a range of exercises, script analysis, and a performance in a public space (not necessarily a theatre). The course starts with observation and the relaxation of muscular tension, and goes on to the creation of a bridge between body and imagination, activating the senses through a series of improvisations. In analyzing the script, students learn to understand the meaning of “actions” and to find the script’s super-objective. Students will perform a specially selected “dramatic” story, which may be comedic, and which is either an adaptation of a published contemporary play, or else an original piece developed as a series of improvisations from on a novel or short story, under the teacher/director’s guidance.

## Understanding Movies: Theory and Practice

MCT 215 F; Dual listed: FVM 215 F  
Cr: 3; Contact hrs: 45

Moving images are among the most distinctive innovations and experiences of the last century and remain one of the most enduring. In a media-dependent culture, developing a critical understanding and practical knowledge of this form are vital. This course studies the theory as well as the techniques of filmmaking. It analyzes the ever-evolving cinematic language in terms of both its historical development and its essential elements, techniques and tools. Through the study of stylistic choices and the construction of images and sequences, students learn aesthetic and technical terms, rules, conventions, and social assumptions used to build meaning. In a series of stylistic exercises, students engage in hands-on experience of video shooting.

## Masterpieces of Western Art Music

MCT 230 F  
Cr: 3; Contact hrs: 45

This course explores the major works of important composers in different periods of western music history from the Middle Ages to the late 20th century. A wide variety of musical genres, from Gregorian chant to modernist compositions, will be examined. Students analyze works by such composers as Vivaldi, J. S. Bach, Mozart, Beethoven, Chopin, Verdi, Wagner, Puccini, Tchaikovsky, Mahler, Stravinsky and Gershwin. The course fosters both an understanding of the technical aspects of music and of the cultural and social role that particular composers and music have played in Western history and culture. Further, the course brings music history to life music through primary documents such as letters, reviews, biographical sketches, memoirs, scores and other documents by composers, critics, and educators that touch on virtually every aspect of Western music. The course helps students to develop close listening skills and a shared vocabulary with which to discuss musical experience. It also invites them to cultivate personal interests and tastes (for example, by attending local musical events). Combining active listening and classroom discussion with lecture format, the course is designed for students with no prior formal study of music.

## Screenwriting

MCT 242 F; Dual listed: FVM 242 F; COM 242 F  
Cr: 3; Contact hrs: 45

The aim of this course is writing for film. Feature-length screenplays demand a specific architecture. Students enter the class with an idea for a film, which can be based on something they experience during their stay in Italy, a memory, a story they heard, a concept based on novel they read, or anything that inspires them. The course is articulated in three parts. 1. Through lectures, workshop discussions and scene work, students explore and develop an understanding of the basic principles of screenwriting. Topics include: style, format, development, geography, image, scene, sequence, plot vs. character, hearing voices. Students develop the subject. 2. Students learn how to build a coherent treatment — a summary of the events and

major emotional arcs of the film’s three acts. They develop the subject into a treatment. 3. Students complete their feature-length screenplay.

## History of World Cinema: from Lumière to Tarantino

MCT 258 F  
Cr: 3; Contact hrs: 45

The course is an introduction to the history, analytic concepts, and critical vocabulary necessary for understanding cinema as a major art form of the 20th century. This course will look in particular at the history of different types of film style and storytelling, focusing on such movements and trends as early cinema, European avant-garde, classical Hollywood cinema, Italian Neorealism, French New Wave, Postmodernism. It will also examine key directors, producers, stars and other pertinent figures involved in the film industry. Along the way we will cover important developments in technology and trends in what was popular, critically acclaimed, experimental and socially relevant.

## Music and Film

MCT 270 F  
Cr: 3; Contact hrs: 45

This is an introductory course which explores the role of music in one of the most important 20th century artistic and entertainment media: film. The course surveys film music from its silent era origins, in which music was a major component in conveying emotions, up to the present. Topics for discussion will include film music history and the history of films. In the process, students will study the dramatic function of music as an element of cinematic “diegesis” and emphasis, the codification of musical iconography in the standard cinematic genres, the basics of filmmaking musical forms, associative listening, the important basic musical elements, film music techniques, and how composers use them in film scoring. Some of the cinema’s iconic scores and accompaniments will be discussed, from silent era movies through he films of such directors as Hitchcock, Kubrick, and Fellini.

## Italian Theatre

MCT 275 F  
Cr: 3; Contact hrs: 45

This course covers the origins of Italian theatre from the early period to the beginning of the 20th century. Topics covered will include the Renaissance theatre (among others, Gli Ingannati, Ariosto, Secchi), Baroque theatre, Commedia dell’Arte, the 17th century and Goldoni, the 19th century theatre and its connections with Opera (including Rossini and Verdi). The course will conclude with the rise of modern theatre with a particular focus on Pirandello.

## World Beat: Exploring Global Music

MCT 280 F  
Cr: 3; Contact hrs: 45

This class, which deals with individuals and societies around the world, aims to explore human musical life in its fullness and diversity. It provides an overview of the most important musicians’ works with emphasis on their characteristics and roles in the technological development and survival of musical traditions in a global context of constant intercultural contact and change. It also proposes an original approach to so-called “ethnic music” via the study of the “world beat” or “world music” phenomenon, which represents the most contemporary aspect of ethnic music on the global market. All artists are presented in relation to their own musical roots, their traditional background and their socio-political statements and legacy.

## Italian Opera

MCT 285 F  
Cr: 3; Contact hrs: 45

The course surveys the historical and artistic evolution of Italian Opera, from its beginnings in the classical atmosphere of the late Renaissance, through the extravagant Baroque, the passionate period of Romanticism up to the last exciting works of the early modern age. The bulk of the program is dedicated to the great repertoire of the 1700s and 1800s, still today the most popular and frequently performed. The course follows

a special approach exploring the social, philosophical and literary forces that shaped Opera. Particular emphasis is placed on the musical aspects of Opera, like the style of singing, the different roles on stage, the evolution of the orchestra and its instruments. The major operatic composers (Mozart, Rossini, Verdi, Puccini) are studied in depth, exploring the musical and dramatic values of their masterpieces.

### Italian Culture through Music

MCT 292 F; Dual listed: CLT 292 F  
Cr: 3; Contact hrs: 45

This course offers students an approach to understanding Italian culture and society through an exploration of its rich and varied musical traditions. Mountainous geography and political struggles have given Italy a wide variety of musical styles and cultures. Taking the form of a musical journey across Italy, the course explores sacred, secular and dramatic music from the major Italian cities and also strays off the beaten path to discover the vibrant folk traditions of villages and rural communities. The course also explores the origins and influence of Italy's dramatic and lyrical tradition, from the early multimedia spectacles of 16th-century Florence to the patriotic operas of Verdi and the realism of Puccini. Classes will include musical illustrations and demonstrations and students will also be encouraged to go to related concerts and musical events in Florence and Tuscany. Music offers an original and important perspective on the culture of Italy.

### Film Studies

MCT 295 F  
Cr: 3; Contact hrs: 45

This course is an introduction to the study of film as an art form. Rather than take the Hollywood model as the "natural" form for a film, students will be encouraged to regard it as only one, albeit predominant, form of film-making among many others. This exploration will be undertaken through an analysis of the different elements and formal principles that make up a film and an exploration of how these have evolved historically in a variety of movements. Students will view a number of landmark films and study how they combine different elements, such as sound, editing and mise-en-scène, to construct different narratives. Although the primary emphasis will be on aesthetics, films will also be placed in their historical, political, technological and economic contexts. The basic goal of this class is to develop an understanding of the art and history of film, and to think critically about filmmaking.

### History of Italian Cinema

MCT 298 F  
Cr: 3; Contact hrs: 45

This is an intermediate level course dealing with the development of Italian cinema from Neorealism to the present time. Renowned directors such as Rossellini, De Sica, Visconti, Fellini, Antonioni, Pasolini, and the most significant works of both Neorealist and post-Neorealist times (Rome Open City, The Bicycle Thief, Riso Amaro, La Strada, etc.), will be analyzed. The influences of Fascism, post-war crisis, the economic miracle, and the protests of 1968 will be taken into consideration, along with the most common themes in Italian cinema such as social injustice, psychological and existential analysis, neurotic alienation, crisis and decadence of the bourgeoisie and the overall ironic portrayal of Italian society. Genre, techniques, style, language and symbolism will be discussed.

### Italian and European Theatre

MCT 300 F  
Cr: 3; Contact hrs: 45

This course is a survey involving the growth and structure of Italian comedy and its influence on European theatre, from the Latin sources (Plautus and Terence) to the Commedia dell'arte. Topics covered will include Italian and European playhouses and their development, Renaissance comedy, Renaissance court theatre, Baroque comedy, "Commedia dell'arte." The course will present the work of playwrights such as Machiavelli, Ariosto, Goldoni. The influence on European theatre will be studied taking into consideration mainly English drama (dealing with dramatists such as Gascoigne, Shakespeare and Ben Jonson), but also Spanish and French theatre.

### Shakespeare's Italy

MCT 302 F; Dual listed: LIT 302 F  
Cr: 3; Contact hrs: 45

Shakespeare, the greatest English-language dramatist of all time, set approximately one-fourth of his plays in Italian cities such as ancient Rome, Verona and Venice. In this course, we will focus on a small selection of his "Italian plays," including "Romeo and Juliet" and "The Merchant of Venice," in order to see how Shakespeare combined historical evidence and fiction, past and present, for dramatic effect and social commentary. Students will work with primary sources; for the same purpose they may also perform selected scenes. This course allows students to learn more about Shakespeare's works and personality, and about relations between Elizabethan literary and theatrical culture and Renaissance Italy.

**Prerequisites:** LIT 150 Survey of Western Literature, or equivalent

### Masters of Italian Cinema: Fellini

MCT 303 F  
Cr: 3; Contact hrs: 45

Italian cinema has been extremely influential in the development of international cinema. Completely reinvented after the Second World War, the Italian "seventh art" has produced important directors who have combined an interest in national, social and political issues with a very strong personal style. The course, which focuses on a single master for the entire semester, engages students in close analysis of several films, pertinent film studies criticism, and a range of interdisciplinary issues.

The master studied this term is one of the most acclaimed Italian directors, Federico Fellini. Winner of multiple Oscars, including one for lifetime achievement, Fellini is a true iconoclast, for whom the adjective "Fellinesque" had to be invented. The course explores his innovative and bizarre style which magically blended reality and fantasy, broke common filmmaking codes, changed cinema history, and continues to influence cinema. Students will analyze his major themes that address relationships, family, society, and religion, obtaining a unique and ironic perspective on Italian culture and society.

### Cinema of the Real: Documentary Films

MCT 305 F  
Cr: 3; Contact hrs: 45

The aim of this course is to explore documentary filmmaking by analyzing - through extensive readings and screenings - its history and its peculiarities as a film genre. The evolution of the documentary film genre will be studied from the birth of cinematography to today's productions and technology, focusing on representative directors and works. We will examine major modes and trends of non-fiction movies through over 100 years of cinema history, exploring fields like ethno-anthropology, political propaganda, war, historical events, art and sociology in order to provide students with both theoretical and historical understanding. The course will also focus on contemporary filmmakers and on the possibilities offered by new media and new devices for non-fictional depiction of reality.

**Prerequisites:** an introductory course in Film Studies

### The Venice Film Festival

MCT 315 F  
Cr: 3; Contact hrs: 45

The course surveys the history of the Venice Film Festival, the oldest of international film festivals, from its birth in 1932 up to the present. Initially, the task was to launch Italian films abroad, and to present international movies to an Italian audience; today, the Festival aims to promote all aspects of world cinema "as an art, as an industry and as entertainment, in a spirit of freedom and tolerance". The course will explain the role and influence that the Festival has had on the history of cinema, underscoring how many directors, actors, films and even national film industries have attained renown by receiving awards at the Venice Film Festival. Some iconic and representative films will be analyzed and discussed.

**Prerequisites:** an introductory course in Film Studies

# PHR - Philosophy and Religious Studies

## Western Philosophy

PHR 130 F

Cr: 3; Contact hrs: 45

This course presents major questions and thinkers of western philosophy. Key methods and terms of philosophical inquiry are explored. Provides a broad overview of major historical directions, systems and schools of philosophy in the western tradition from the pre-Socratics to the present. Discussion centers upon perennial themes such as the existence of God, the nature of knowledge, proof and reasoning, and ethics. Serves as the basis for further courses in philosophy.

## Introduction to Italian Philosophy

PHR 185 F

Cr: 3; Contact hrs: 45

While introducing students to philosophy as a discipline in terms of methods, contents and questions, the course examines the evolution of the main schools of Italian philosophical thought. The focus is on its main thinkers and fundamental concerns from the Middle Ages through the rich debates of the late Renaissance, with its reforms and Age of Science. However, since the roots discussions by Italian philosophers over time lie in ancient philosophy the course begins with study of some key ideas of Greek, Roman and Early Christian thinkers. Attention is given to the cross-influences between Catholicism and philosophy that are one of the special traits of the Italian cultural heritage. Among the thinkers analyzed are Socrates, Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Dante, Petrarch, Marsilio Ficino, Pico della Mirandola, Machiavelli, Giordano Bruno and Galileo Galilei.

## World Religions

PHR 210 F

Cr: 3; Contact hrs: 45

This course is designed as an historical and cultural survey of the basic teachings and doctrines of the major religious traditions of the world: Judaism, Christianity and Islam, Hinduism, Buddhism, Confucianism and Taoism. The course will examine a significant number of specific themes in all religions studied such as the nature of this world and of the universe; the relationship between the individual and the transcendent; ultimate reality; the meaning and goals of worldly life; the importance of worship and rituals; ethics and human action. Excerpts from important texts of each tradition will be analyzed such as The Torah, The Bible, The Koran, The Upanishads, The Bhagavad Gita, The Tao Te Ching, Chuang-Tzu, Buddhist Sutras, The Tibetan Book of the Dead, and The Confucian Canon. During the course students will also learn the basic principles of meditation.

## Logical Thinking

PHR 225 F

Cr: 3; Contact hrs: 45

This introduction to logic provides students the tools to develop logical thinking and sound reasoning skills. Logic is an essential tool in many academic fields, and it constantly plays a vital role in our daily lives. Logic is the basis for valid arguments to convince others, while analytical and critical thinking skills serve to evaluate positions taken by others, including the powerful and persuasive appeals made by commercial and political advertisers in this digital age. Students will analyze both media and internet sources and learn how to construct well-reasoned arguments on a variety of topics. The course deals with traditional logic, with concepts and techniques of modern logic, and with some philosophical issues related to critical reasoning. Basic concepts explored early in the course include logic itself, the structure of arguments, how to distinguish arguments from non-arguments, deductive from inductive arguments, and how to evaluate such arguments in terms of their validity, strength, soundness and cogency. In addition, the course examines into formal logic and categorical propositions and syllogisms, and some attention is given to propositional logic, how to use truth tables and predicate logic.

## Environmental Philosophy

PHR 230 F

Cr: 3; Contact hrs: 45

Global warming, the energy crisis, land degradation, nuclear issues and pollution. These are only some of the many environmental issues caused by human activities. For many people science and technology offer the ultimate hope for solving these problems. However, environmental issues raise fundamental questions about how to balance conservation with the use of natural resources: how should we relate to the environment? Which ends should we pursue? Hence, the principal focus of the course will be on environmental ethics. Science and technology can, at best, provide us with some means for attaining these ends. The reason for calling this course environmental philosophy and not merely environmental ethics comes from the belief that ethical issues relating to the environment require a wider field of discourse before they can be intelligently settled. For this purpose, the course embraces environmental philosophy in its broadest sense, including not only environmental ethics, but also environmental ontology, aesthetics and theology. The course explores a variety of schools of environmental thought with special emphasis on traditional human-centered as well as on alternative bio-centric ethical theories.

## The Holocaust: Jewish and Christian Responses

PHR 240 F; Dual listed: HIS 235 F

Cr: 3; Contact hrs: 45

This course is an introduction to the legacy of the Holocaust and its religious implications. The course explores Christian anti-Judaism as one of many factors in the Nazi rise to power and the "Final Solution". It then proceeds to various accounts of life in the Nazi ghettos and death camps and deals with Christian and Jewish efforts to remember the Holocaust within particular communities and places. The course will focus on the Holocaust of the Italian Jews. It will begin with an analysis of the emergence of the Fascist movement in Italy, which led to the Racial Laws. It will proceed with the study of specific stories of persecution, deportation and salvation in the various cities of Italy. We will study in depth the reaction of the Vatican to the Holocaust. In addition we will analyze the reactions of Italian society, starting right after the war up until today, to the Holocaust.

## Mysteries and Sacred Knowledge in Architecture

PHR 243 F; Dual listed: ART 243 F

Cr: 3; Contact hrs: 45

This course explores the architecture of various past cultures relative to their belief systems, and links this to contemporary practice. It reads buildings and spaces as the products of diverse forms of special sacred knowledge or wisdom, whose language can be reconstructed, understood, and enjoyed. Key themes include: esotericism; concepts of harmony, proportion and geometry; numerology; astrology and cosmology; the architect as creator; symbolism; ornament. Cultures examined include ancient Egypt, classical antiquity (Greece and Rome), ancient India (vaastu), ancient and modern China (feng shui), medieval, Renaissance and Enlightenment Europe. From the proportions of a pyramid to a freemason's lodge, from the capitals of a cathedral to the planning of a residence or square in ancient or Renaissance Rome, the course seeks common elements that may connect all cultures. Students discover new interpretative keys that offer profound perspectives on the art and craft of architecture, from antiquity to today.

## Anthropology of Religion: Death and Ritual in the Past

PHR 252 F; Dual listed: CLA 252 F; ANT 252 F

Cr: 3; Contact hrs: 45

Religion is based on a combined system of beliefs and practices that allows people to answer fundamental questions regarding human life. What can archaeology tell us about religion? The course explores key questions regarding the role and evolution of religious beliefs and practices by systematically analyzing the archaeological remains of ancient religious material culture

across the Mediterranean and the Ancient Near East, between the prehistoric and early classical periods. Direct links between religious practices and beliefs are strongly evident in ancient societies, where the construction of large physical structures (such as temples) appears to be pivotal in the evolution of mankind. Students learn to use archaeological data and historical sources for the period. They address broad theoretical and methodological issues, explore how architecture was used by ancient societies in creating their cosmological landscape, and evaluate interpretations of the first appearance of family ancestor cults. The first part of the course treats theoretical and methodological issues in the study of religious thought, while the second part reinforces understanding through close analysis of ancient written sources, architecture, and other examples of material culture.

### **The Catholic Church and Society in Italy**

PHR 254 F; Dual listed: HIS 254 F  
Cr: 3; Contact hrs: 45

Over the centuries the Catholic Church has had a major impact on Italian society, and its beliefs and traditions form a central part of modern Italian culture. This course explores the interaction of religion and society in Italy over a long period, beginning with the birth of Christianity, and moving onto early developments in Latin Roman times, the Middle Ages, the Renaissance, the Reformation and Counter Reformation, up to contemporary issues in the present day.

**Prerequisites:** HIS 130 Western Civilization, or PHR 210 World Religions, or equivalents

### **Lost Symbolism: Secret Codes in Western Art**

PHR 255 F; Dual listed: ART 255 F  
Cr: 3; Contact hrs: 45

The course focuses on the links between artworks and astrology, alchemy, geometry, numerology, and selected philosophical themes in Western art between 1300 and 1800. Art has served various functional and aesthetic purposes in different cultures and periods. In some eras art has also embodied a symbolic language, mysterious to the majority but highly significant to the minority able to read or decode it. For example, what we may call the secret messages of certain paintings and sculptures of past centuries can be interpreted in terms of astrology. A specific field of art history, iconography, studies subject matter, symbolism, and signification in works of art. Students use elements of this approach to examine the fascinating and complex range of meanings that some artworks were intended to transmit and which can still be recovered.

### **From Plato to Machiavelli: Classical Political Thought**

PHR 260 F; Dual listed: POL 260 F  
Cr: 3; Contact hrs: 45

The course examines the evolution of that branch of philosophical thought that gave birth to the modern concept of political science and political thinking, exploring major periods and personalities in the development of political thought. It thus covers a very long historical period from the time of the "dawn" of Western philosophy to the most relevant issues of the modern era. Emphasis will be placed first on the Golden Age of Greek-Athenian democracy, through the analysis of thinkers such as Plato and Aristotle; then, the course will move on to the main philosophical schools of the Middle Ages (the Scholastics) through the analysis of authors such as Thomas Aquinas, Dante and Ockham. Students will then encounter the extraordinarily rich period of the Italian and European Renaissance, both as a vast cultural revolution and as a cradle of new ideas and thought systems: the personalities and works of Thomas More, Machiavelli and Erasmus will be carefully studied, without underestimating the importance of the rising ideas of Luther and Calvin. Finally, the course will investigate the early modern adaptations of these thought systems as manifested in the rationalism of Hobbes.

**Prerequisites:** PHR 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalents, or sophomore standing

### **Responsibility and Justice Towards Future Generations**

PHR 264 F; Dual listed: POL 264 F  
Cr: 3; Contact hrs: 45

The demand for a comprehensive theory of justice and responsibility towards future generations constitutes a central issue within the domain of current public discourse. This is attested by the growing concern at all levels (national institutions, transnational governance, media, public opinion) regarding issues related to global warming and climate change, sustainable economic growth, as well as the protection of genetic and cultural inheritances. Philosophically speaking, however paradoxical as it may seem, the mere fact that an undeniable sensibility and concern for future generations exist says nothing about the related call for a necessary responsibility towards them. In other words, the perception of being responsible for future beings represents by no means a sufficient philosophical grounding thereof. On the contrary, if one looks attentively, there are several very well-designed counter-arguments claiming for non-responsibility. Furthermore, the questions regarding responsibility towards "remote" future inhabitants of the planet are still more complex and raise the philosophical stakes still higher. The main aim of the course is to offer a general understanding and discuss the relevance of the most representative positions about this philosophical predicament, some claiming for responsibility, others claiming against the very possibility of making present generations accountable for future ones. Approaches considered include the Contractarian, Utilitarian, Metaphysical, Libertarian, Communitarian, and the Phenomenological.

### **From Machiavelli to the present: Modern Political Thought**

PHR 265 F; Dual listed: POL 265 F  
Cr: 3; Contact hrs: 45

This course will analyze some landmarks of the western philosophical tradition. Its aim is to discuss concisely the views of some major Western political thinkers in order to demonstrate how their ideas about politics and society are critical to understanding the politics of our time. The course aims to analyze on the one hand the philosophies and ideas that have been sustaining our present world view, and on the other hand the roots of some recurrent key themes in these philosophies, such as the idea of utopia, as well as the anti-utopian vision whose originator can be considered Niccolò Machiavelli. This last theme thus introduces students to the reaction against the so-called 'Platonic ideal' that has taken place during the twentieth century. The concept of totalitarianism is related to these pivotal philosophical perspectives and this concept will also be studied with particular attention. More specifically, special emphasis will be placed on the analysis of a series of concepts connected to one another, including the concept of liberty; relativism versus pluralism; freedom, equality and fraternity. The course is structured as a chronological analysis of the most important periods and personalities in the evolution of political philosophy with special attention to the Age of Enlightenment and Romanticism.

**Prerequisites:** PHR 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalents, or sophomore standing

### **Astrology, Alchemy and Western Thought**

PHR 280 F  
Cr: 3; Contact hrs: 45

This course studies the general principles of two of the main domains of the magical tradition - astrology and alchemy - linked by the assumption of the existence of a universal sympathy in the cosmos: "as above, so below" (as in the planets, so in metals, etc.), says Hermes Trismegistus. The first part of the course deals with the subject of Astrology first through a historical and mythological approach. More technical aspects - such as the Zodiac, the Signs and their meaning, the Planets and the Houses of Astrology - are then considered. Students will be able not only to understand the significance of the Chart of the Heavens, but also to cast their own astrological charts. The second part of the course deals with alchemy, pre-Socratic philosophies, the Hermetic tradition and its Renaissance revival. The focus will be on the philosophical background to

alchemical operations, and on their ethical and psychological connections. In addition, students will come to understand the symbols, images, procedures and phases of alchemy, which will help them discern the meaning of the attainment of the Philosophers' Stone.

### Italy's Contribution to Modern Science

PHR 281 F; Dual listed: HIS 281 F  
Cr: 3; Contact hrs: 45

This course introduces science students to the historic developments of the basic principles and theories of modern physics, astronomy, engineering, chemistry, and biology. Students learn about the contributions of great Italian scientists and mathematicians, from the early modern period, through the Enlightenment era, and the Twentieth Century. Figures studied include Leonardo da Vinci, Galileo, Vincenzo Viviani, Alessandro Volta, Enrico Fermi, and others. Ideas and discoveries are contextualized by exploring their impact (and that of related technologies) on history and society.

### The Renaissance Theory of Love

PHR 285 F; Dual listed: HIS 285 F  
Cr: 3; Contact hrs: 45

"Love" is a fundamental concept in our culture. A glance into contemporary literature, poetry and cinema will demonstrate the centrality of this notion still in modern days. During the Renaissance, the concept of "love," which draws its basic tenets from Marsilio Ficino's interpretation of Platonic love, was even more central and predominant. This course will begin with the study of the Neoplatonic metaphysical theory, the basis of the Renaissance theory of love, as interpreted by Ficino in the fifteenth century, and will follow its development to more encompassing theories, such as that of Leone Ebreo, and especially to the manifestation of these theories in art and literature (at times very light courtly literature), which became very fashionable in the sixteenth century and known to a very large and varied public. The course will consist of the study of various types of fifteenth and sixteenth primary sources (philosophical and literary) and of the study of the works of art, especially of Titian and Michelangelo, backed with the reading of up-to-date secondary sources.

**Prerequisites:** PHR 130 Western Philosophy, or HIS 130 Western Civilization, or equivalents

### Contemporary Issues in Bioethics

PHR 288 F  
Cr: 3; Contact hrs: 45

This course analyzes some of the main ethical arguments and positions related to medical care and biotechnology. After a brief introduction to the history of bioethics, the course explores ethical issues in the practice of health care, including patient autonomy, informed consent, surrogate decision making, truth telling, confidentiality and problems in the allocation of health care resources. The course then focuses on beneficial and non beneficial clinical research with human subjects and stem cell research, as well as end-of-life issues including palliative care, physician assisted suicide, euthanasia, the foregoing or the withdrawal of treatment and the notion of sanctity of life. The course examines the main questions regarding the beginning of life, such as pre-natal screening, assisted reproductive technologies and abortion. Finally the course turns to emerging genetic technologies such as personalized medicine and human enhancement. Through both writing and discussion students will learn to think carefully and critically about the merits of competing responses to various bioethical questions. They will also learn to develop and defend their own position on these issues.

### Religion and Politics in the Middle East

PHR 314 F; Dual listed: POL 314 F  
Cr: 3; Contact hrs: 45

This course is a study of the role of Judaism, Christianity and Islam in the history and politics of the Middle East. The course will address critical issues in the Middle East such as land, water, language, community, and sacred sites from multiple perspectives including a cross section of resident populations (Israeli Jews, Israeli Arabs, recent immigrant populations and Palestinians) as well as key interested "outsiders" (USA,

Arab League, etc.). Starting from the consequences of the fall of the Ottoman Empire - which can dramatically improve the understanding of events today - the course will cover the main events of the area, addressing critical issues such as the formation of cultural and religious identities, the role of political ideologies, and the logistics of land partition. Through the analysis of documents, political plans, religious manifestos, maps and statistical data, students will better their understanding of the relationship between systems of beliefs, political interests, and cultural norms.

**Prerequisites:** POL 150 Introduction to Political Science, or equivalent

### Women in Religion

PHR 316 F; Dual listed: GND 316 F  
Cr: 3; Contact hrs: 45

Women have been by turns defined by, harmed by, excluded from, but also enriched by religions. Often they have been and still are barred from equal spiritual footing with men in many religious institutions. But how do sacred texts and rituals define who we are and what roles we have as men and women? What do religious traditions teach communities about gender, bodies, sexuality, and the divine? This course considers the difficult question of gender (im)balances from within 3 major monotheistic Abrahamic religious traditions, namely Judaism, Christianity and Islam. Students will examine both the influences that religions have on women - through texts that have been written for, about and against women, - and also the interrelated influence that women have on religions - through texts written by women as individual participants of the religious experience or by feminist religious scholars who are challenging gender-exclusive language, roles and institutions. This course asks questions of current relevance about the changing roles of women inside religious communities, in the public sphere of leadership and authority, in the family and in everyday life. By examining traditional cultural beliefs and values derived from religions, and by using interfaith and gender perspective lenses, the course aims to offer resources to understand, evaluate and possibly challenge traditional roles.

### The Role of Magic in Renaissance Thought

PHR 318 F; Dual listed: HIS 318 F  
Cr: 3; Contact hrs: 45

During the Italian Renaissance an extraordinarily talented collection of writers and thinkers embarked on a voyage of rediscovery, uncovering the rich body of knowledge left by ancient civilizations and creating a new and exciting synthesis from what they found. In this synthesis magical thought exerted a central and prestigious influence. Regarded as the key to understanding the nature of reality, magic occupied much the same place held by natural science in today's society. This course explores the spiritual and magical world conjured in the thought of important Renaissance thinkers such as Marsilio Ficino, Pico della Mirandola and Giordano Bruno, examining their texts and visiting sites in Florence which made this city one of the great centers of Renaissance magic. By reinterpreting the Renaissance in the light of magic and imagination, the course offers a fresh perspective on the origins of the modern world.

**Prerequisites:** PHR 130 Western Philosophy, or HIS 130 Western Civilization, or equivalents

## POL - Political Science and International Studies

### Introduction to Political Science

POL 150 F  
Cr: 3; Contact hrs: 45

This course will introduce you to the formal study of politics. You will become familiar with the basic vocabulary of the discipline, learn about the different ways that political issues are studied and develop critical reading and thinking. Furthermore, this course will define basic concepts such as politics, government, nation, state, types of political systems and development of political institutions.

## Globalization and its Consequences

POL 250 F  
Cr: 3; Contact hrs: 45

“Globalization” has been a very popular term in recent years. Technological change, business strategies, cultural interactions and other aspects of human activity are occurring more and more on a planetary scale. The course aims at providing students with a basic understanding of the complexity of the phenomenon, by taking a historical approach covering the entire 20th century, and then focusing on the most recent political, social and economic processes of the late 20th and early 21st centuries. The course starts by defining the concept of globalization and then offers a brief but clear reconstruction of the trends towards globalization in previous phases of human history. It will then focus on specific questions: is economic globalization an inevitable phenomenon or, rather, a reversible one? Is economic globalization necessarily tied to western capitalism? Has globalization taken in the past, and could it take in the present, other forms than the laissez-faire capitalist one? What are the origins and the present role of global institutions such as the IMF and the World Bank? What role is played by nation states? The conclusive part of the course will address specific issues that have been the subject of heavy debate in recent times, such as the “global protests” of the late 1990s, the relationship between globalization and poverty and that between globalization and global warming.

### From Plato to Machiavelli: Classical Political Thought

POL 260 F; Dual listed: PHR 260 F  
Cr: 3; Contact hrs: 45

The course examines the evolution of that branch of philosophical thought that gave birth to the modern concept of political science and political thinking, exploring major periods and personalities in the development of political thought. It thus covers a very long historical period from the time of the “dawn” of Western philosophy to the most relevant issues of the modern era. Emphasis will be placed first on the Golden Age of Greek-Athenian democracy, through the analysis of thinkers such as Plato and Aristotle; then, the course will move on to the main philosophical schools of the Middle Ages (the Scholastics) through the analysis of authors such as Thomas Aquinas, Dante and Ockham. Students will then encounter the extraordinarily rich period of the Italian and European Renaissance, both as a vast cultural revolution and as a cradle of new ideas and thought systems: the personalities and works of Thomas More, Machiavelli and Erasmus will be carefully studied, without underestimating the importance of the rising ideas of Luther and Calvin. Finally, the course will investigate the early modern adaptations of these thought systems as manifested in the rationalism of Hobbes.

**Prerequisites:** PHR 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalents, or sophomore standing

### Responsibility and Justice Towards Future Generations

POL 264 F; Dual listed: PHR 264 F  
Cr: 3; Contact hrs: 45

The demand for a comprehensive theory of justice and responsibility towards future generations constitutes a central issue within the domain of current public discourse. This is attested by the growing concern at all levels (national institutions, transnational governance, media, public opinion) regarding issues related to global warming and climate change, sustainable economic growth, as well as the protection of genetic and cultural inheritances. Philosophically speaking, however paradoxical as it may seem, the mere fact that an undeniable sensibility and concern for future generations exist says nothing about the related call for a necessary responsibility towards them. In other words, the perception of being responsible for future beings represents by no means a sufficient philosophical grounding thereof. On the contrary, if one looks attentively, there are several very well-designed counter-arguments claiming for non-responsibility. Furthermore, the questions regarding responsibility towards “remote” future inhabitants of the planet are still more complex and raise the philosophical stakes still higher. The main aim of the course is to offer a

general understanding and discuss the relevance of the most representative positions about this philosophical predicament, some claiming for responsibility, others claiming against the very possibility of making present generations accountable for future ones. Approaches considered include the Contractarian, Utilitarian, Metaphysical, Libertarian, Communitarian, and the Phenomenological.

### From Machiavelli to the present: Modern Political Thought

POL 265 F; Dual listed: PHR 265 F  
Cr: 3; Contact hrs: 45

This course will analyze some landmarks of the western philosophical tradition. Its aim is to discuss concisely the views of some major Western political thinkers in order to demonstrate how their ideas about politics and society are critical to understanding the politics of our time. The course aims to analyze on the one hand the philosophies and ideas that have been sustaining our present world view, and on the other hand the roots of some recurrent key themes in these philosophies, such as the idea of utopia, as well as the anti-utopian vision whose originator can be considered Niccolò Machiavelli. This last theme thus introduces students to the reaction against the so-called ‘Platonic ideal’ that has taken place during the twentieth century. The concept of totalitarianism is related to these pivotal philosophical perspectives and this concept will also be studied with particular attention. More specifically, special emphasis will be placed on the analysis of a series of concepts connected to one another, including the concept of liberty; relativism versus pluralism; freedom, equality and fraternity. The course is structured as a chronological analysis of the most important periods and personalities in the evolution of political philosophy with special attention to the Age of Enlightenment and Romanticism.

**Prerequisites:** PHR 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalents, or sophomore standing

### Italy and the EU

POL 272 F  
Cr: 3; Contact hrs: 45

The relationship between European integration and Italy is an odd one. Italians are widely known as the most convinced supporters of European integration. On the other hand, the EC/EU is at times used by Italian politicians to legitimize their own actions. European constraints were in fact often recalled in order to justify otherwise unpopular fiscal and monetary measures. The EC began to be perceived as the only possibility of bringing order to the national system. Thus, the demand of supranational structures became also a demand for repair of the inefficiency of the Italian system. Italy’s non-implementation of EC legislation and lack of respect for the obligations imposed by EC treaties are well known. Even when EC norms are implemented, this does not mean that they are necessarily enforced. Is it “a question of culture,” as defined by The Economist? Now that a new political class has come to power, will the disintegrative tendency of Italy creep back in, or will the country continue as an unambiguous champion of integration? Which variables affect the Italian input in the EU? In order to better understand the Italian integrative and disintegrative forces toward European integration, the course is divided into two parts: in the first part, attention is given to the Italian system – its origins and how it functions – while in the second part, the relationship between Italy and the EU – the main participants and their policies – will be examined.

### The European Union

POL 281 F  
Cr: 3; Contact hrs: 45

Europe is at the forefront of international regional integration: no other group of nation states has proceeded further in pooling sovereignty. This advanced course gives a broad overview of developments in the European Union (EU) from the aftermath of the Second World War to the 2004 wave of expansion that admitted countries of Central and Eastern Europe and the 2009 ratification of the Lisbon Treaty. The approach of this course is political and aims at helping students to understand the nature and the peculiar characteristics of European integration. The

course is organized in three parts. First, it reviews the ideas, events, and actors that led to the foundation of the European Coal and Steel Community (ECSC) and the European Economic Community (EEC) and to its enlargement from 6 to 27 countries. Second, the course takes an in-depth look at EU institutions and policies, casting a critical eye on the crucial period from 1985 to 1993 that led to the acceleration of European integration through the Single European Act, further enlargements, and the Maastricht Treaty. Finally, the course reflects on three major questions facing the EU in the new millennium: What is the EU as a political subject? What is its purpose? What should be its role in a global world? To explore the resonances of these questions the course considers practical policy dilemmas that the EU faces in various fields such as economic and monetary policy, regulatory and distributive questions, the democratic deficit, the challenge of enlargement to the East, the Lisbon Treaty, and common foreign and security policy.

## International Politics

POL 288 F

Cr: 3; Contact hrs: 45

This course aims to introduce the basic concepts of International Politics and to get acquainted with the most important events in the world and the structure of international relations since the Peace of Westphalia (1648), outlining the main differences between the traditional inter-state system and the present global order, with the growing importance of international organizations and of the principles related to peace, democracy and human rights. This aims to give students a general overview and an understanding of contemporary world politics, according with the idea that international politics are not distant from ordinary people, but the contrary a matter that concerns and can be influenced by the citizens. It is therefore important that students are aware of what is happening around the world and of how the same event can be perceived differently by different peoples. In the first part of the course we will examine the importance of studying world politics and the methods to do it. We will also cover the difference between nationalism and globalization, and the growing emergence of international organizations. At the end of this part we will analyze the role of international law and diplomacy. In the second part we will focus on the globalization of economics by studying the main economic organizations and the process of regional integration. Special attention will be given to human rights protection and to international terrorism and the way it is affecting present international relationships.

**Prerequisites:** POL 150 Introduction to Political Science, or equivalent

## International Conflict Resolution

POL 292 F; Dual listed: PST 290 F

Cr: 3; Contact hrs: 45

The course presents concepts and theories related to the peaceful transformation of international violent conflicts, illustrating them with examples driven both from global peace initiatives and Italian experiences in the field. Approaches to International Conflict Resolution have become widely used and discussed in the last decade. New roles and tasks have emerged for international organizations such as the United Nations and the OSCE. At the same time, civil society organizations have increasingly played an important role in conflict resolution, through "second-track" or citizens' diplomacy, conflict sensitive approaches to development, as well as third party nonviolent intervention. In Italy, several peace organizations have their roots in Christian Catholic values. The strong tradition of self-government has also encouraged municipalities and regions to work on development and peace issues. At the end of the course participants will have a clear understanding of international conflict resolution and will have gained an insight into concrete examples both of global and Italian organizations.

## War and Media

POL 301 F; Dual listed: COM 301 F; PST 301 F

Cr: 3; Contact hrs: 45

This course analyses the role played by the media in the evolution of national and international wars. We will investigate the extent to which the media either influence decision-making about military interventions or serve as tools in the hands of government officials seeking to influence public opinion. A

number of media-related phenomena will be studied including the CNN effect, agenda setting, real time policy, media diplomacy, media war, news management and propaganda, through the examination of key international conflicts, especially since 1950. Several different topics will be explained to understand the intersection between war and media: the proliferation of satellite technologies and the internet; the importance of the international TV networks (like CNN and al Jazeera); the role of still and moving images; the importance of journalists and journalistic routines; the relevance of press conferences, briefings, and official statements; the representation of war in movies and artists' works; the media gap between "North" and "South"; the emergence of "non-Western" media; and also the spread of ethnic conflicts and terrorism, and the more and more asymmetric nature of war.

**Prerequisites:** COM 180 Mass Communication, or HIS 130 Western Civilization, or POL 150 Introduction to Political Science, or equivalents

## Religion and Politics in the Middle East

POL 314 F; Dual listed: PHR 314 F

Cr: 3; Contact hrs: 45

This course is a study of the role of Judaism, Christianity and Islam in the history and politics of the Middle East. The course will address critical issues in the Middle East such as land, water, language, community, and sacred sites from multiple perspectives including a cross section of resident populations (Israeli Jews, Israeli Arabs, recent immigrant populations and Palestinians) as well as key interested "outsiders" (USA, Arab League, etc.). Starting from the consequences of the fall of the Ottoman Empire - which can dramatically improve the understanding of events today - the course will cover the main events of the area, addressing critical issues such as the formation of cultural and religious identities, the role of political ideologies, and the logistics of land partition. Through the analysis of documents, political plans, religious manifestos, maps and statistical data, students will better their understanding of the relationship between systems of beliefs, political interests, and cultural norms.

**Prerequisites:** POL 150 Introduction to Political Science, or equivalent

## International Law

POL 315 F

Cr: 3; Contact hrs: 45

International relationships are characterized by a reciprocal respect for rules, the strict observation of which is considered mandatory by nation states. These rules are usually known as International Law. International society is made up of independent entities who are free to make their own choices. However, they are also, of necessity, interdependent and thus there is a need to establish regularized relationships through the creation of mutually agreed rules and regulations. In this course students will learn the rules that nation states use to regulate their international relationships, and thus they will come to understand how states conduct their foreign policy and what rules they must respect in their international relationships. The main topics under discussion will be: subjects of International Law; international organizations (with especial emphasis upon the United Nations), international treaties; international liability and international crimes (for example, terrorism).

**Prerequisites:** POL 150 Introduction to Political Science, or majors in legal studies, or equivalents

## Non-Profit Management Internship

POL 361 F

Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Non-Profit Management. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary.

The placement is with a local non-governmental organization. Interns develop and carry out various activities which may include but are not limited to: creating, writing, translating and proofreading projects in English for communication and

fundraising purposes; analyzing and writing grants for European Union funds; drafting or editing press releases; managing social networking websites; attending and helping run fundraising events and rallies.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, writing sample. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term and an Italian language placement test. Fluency in Italian required.

**Prerequisites:** 1) Political Science / Gender Studies / Economics major of junior standing; 2) Intermediate Italian 2 completed (ITL 202 level) and concurrent enrolment in an Italian class (ITL/ITC). Multilingual skills (especially French and Spanish) recommended

## International Terrorism

POL 380 F; Dual listed: HIS 380 F  
Cr: 3; Contact hrs: 45

Examination of the phenomenon of terrorism, which may be defined as the calculated use of violence (or threat of violence) against civilians in order to attain goals relating to political ideology. The first part will deal with the "terror regimes" of the 20th century (including totalitarianism and Latin American dictatorships); the second part will study different forms of terrorism in terms of (1) their geopolitical arenas and (2) their goals among which political independence, or the destabilization of governments and democratic systems. Includes close analysis of recent and current events.

**Prerequisites:** HIS 130 Western Civilization, or POL 150 Introduction to Political Science, or equivalents

## PST - Peace Studies

### Anthropology and Development

PST 200 F; Dual listed: ANT 200 F  
Cr: 3; Contact hrs: 45

The course provides an up-to-date and in-depth understanding of anthropological perspectives on policy and practice in contemporary international development aid, and gives a theoretical overview of the relationship between development aid and anthropology. Students explore the contribution of anthropology to contemporary development aid debates, on poverty, human rights, violence and complex emergencies, and the "market" as a core metaphor of globalized development. The politics of humanitarian aid, shifting aid frameworks, and concrete intervention programs in developing countries will be examined, bridging the disparate worlds of planners of international agencies and beneficiaries of poor countries. Concepts and debates are then probed further through examination of real study cases of development projects in Africa and South America, with the contribution of international consultants working in the sector of humanitarian aid and development cooperation. Simulations of "participatory methods" will be also included as a manner of exploring the meaning of the key concepts of community development, popular "participation" and "empowerment."

### Anthropology of Violence and Conflict

PST 230 F; Dual listed: ANT 230 F  
Cr: 3; Contact hrs: 45

The course aims to analyze the dynamics of conflict in social and cultural relations and to investigate the circumstances under which violence - in differing forms, scales and meanings - may erupt and substantially affect the structuring of "human" experience. The underlying assumption is that while conflict can play a positive role in social life, by no means the same can be said of violence. Concomitantly, different theoretical approaches will be presented to the students, showing historical, cultural and political contexts in which conflicts and violence may take forms that threaten moral, political and cultural order as represented by states, ethnic groups and communities. Among the fundamental questions looming over the course are the reasons why violence seems not to be eradicable from human life, and why the globalization process, far from paving the way for a more just and peaceful world, seems

rather to have unleashed "obscure" forces hurling humanity in an ever-growing spiral of violence. The course is structured into four main parts. The first part provides a comprehensive phenomenological framing of violence and conflict within human experience in general, the tradition of Western thought, and also the relationships between cultures. The second part concentrates on how conflict and violence affect political constituencies and democratic orders in a constitutive manner. The third part goes into more depth by articulating conflict and violence in terms of a phenomenology of "exclusion(s)." The fourth and final part of the course addresses the crucial issue of the transformation of conflict and violence by analyzing two main socio- and politico-anthropological categories: peace and reconciliation.

## Participation, Empowerment and Social Change

PST 280 F  
Cr: 3; Contact hrs: 45

The course offers a general introduction to the basic concepts of empowerment and public participation of citizens in the definition of public policies. The two concepts are closely related to each other: In this context, the term "empowerment" means reinforcing citizens' and groups ability to raise concerns and wage conflicts constructively, to become aware of their own strengths and their voice in collective negotiation and decision-making processes. The course will present the main theories, models and practical examples related to public participation and empowerment processes. The relationship between public participation and empowerment processes with conflict resolution will be explored. Several techniques and practical tools for fostering empowerment processes and participative democracy, such as communication skills, conflict analysis and transformation, facilitation and Open Space Technology, will be illustrated. Most recent developments of web-based participation (use of social networks, flash mobs, and the like) will also be discussed. During the course, students will have the opportunity of practising the tools and techniques presented in practical exercises and role plays. Cinema and video material will also be used in the training.

## International Conflict Resolution

PST 290 F; Dual listed: POL 292 F  
Cr: 3; Contact hrs: 45

The course presents concepts and theories related to the peaceful transformation of international violent conflicts, illustrating them with examples driven both from global peace initiatives and Italian experiences in the field. Approaches to International Conflict Resolution have become widely used and discussed in the last decade. New roles and tasks have emerged for international organizations such as the United Nations and the OSCE. At the same time, civil society organizations have increasingly played an important role in conflict resolution, through "second-track" or citizens' diplomacy, conflict sensitive approaches to development, as well as third party nonviolent intervention. In Italy, several peace organizations have their roots in Christian Catholic values. The strong tradition of self-government has also encouraged municipalities and regions to work on development and peace issues. At the end of the course participants will have a clear understanding of international conflict resolution and will have gained an insight into concrete examples both of global and Italian organizations.

## War and Media

PST 301 F; Dual listed: POL 301 F; COM 301 F  
Cr: 3; Contact hrs: 45

This course analyses the role played by the media in the evolution of national and international wars. We will investigate the extent to which the media either influence decision-making about military interventions or serve as tools in the hands of government officials seeking to influence public opinion. A number of media-related phenomena will be studied including the CNN effect, agenda setting, real time policy, media diplomacy, media war, news management and propaganda, through the examination of key international conflicts, especially since 1950. Several different topics will be explained to understand the intersection between war and media: the proliferation of satellite technologies and the internet; the importance of

the international TV networks (like CNN and al Jazeera); the role of still and moving images; the importance of journalists and journalistic routines; the relevance of press conferences, briefings, and official statements; the representation of war in movies and artists' works; the media gap between "North" and "South"; the emergence of "non-Western" media; and also the spread of ethnic conflicts and terrorism, and the more and more asymmetric nature of war.

**Prerequisites:** COM 180 Mass Communication, or HIS 130 Western Civilization, or POL 150 Introduction to Political Science, or equivalents

### Peace Education

PST 302 F; Dual listed: EDU 302 F  
Cr: 3; Contact hrs: 45

This course moves from the description of crucial personalities to the development of an educational framework for peace. Students will investigate some historical cases such as the inspiring ideas and practical experiences of Gandhi in India and Maria Montessori in Italy, who founded houses for children at the beginning of the last century. Students will also explore the experiments of Danilo Dolci and his collaborators in Sicily, and the achievements of Lorenzo Milani in Tuscany. We will explore possible resonances between these activities and those of young Americans in the 1960s, who moved to the southern US and founded popular schools as part of the struggle against racial segregation. Arriving at the present, we will give examples of the reciprocal maieutical method applied to adolescents in schools by using the autobiographical approach. What kind of needs do they express? What kind of ideals? What do peace, intercultural relations and social participation mean in their daily lives?

**Prerequisites:** Junior standing

## PSY - Psychology

### Introduction to Psychology

PSY 150 F  
Cr: 3; Contact hrs: 45

This course introduces students to the major areas of psychology through current empirical research and theoretical debate. Scientific and non-scientific approaches to the explanation of psychological phenomena are examined critically. Topics include: anthropological assumptions and implications, deontology, sensation and perception, cognitive processes, consciousness, language, learning, personality, development and psychopathology. Students will be introduced to the main theories for each of these topics from different perspectives (e.g. biological, behavioral, cognitive, and psychodynamic). Students will also look at the different types of scientific research (e.g. experiments, correlational research, review, meta-analysis), and will analyze the typical structure of a research paper (introduction, method, results, discussion, limitations and implications).

### Social Psychology

PSY 200 F  
Cr: 3; Contact hrs: 45

This course is about the study of human social behavior, examining theories, findings and methods of social psychology, viewed from an interpersonal perspective. What is the essential nature of our personality, and what impact do social groups (whether that group is the family, school, or society) have on our development and everyday behavior? Topics include: social cognition, the role of others in shaping self-concepts, as well as the formation of person perception, attitudes, attribution theory, obedience, conformity, interpersonal attraction, and social relations. We will look at the causes and methods of reducing prejudice and aggression, as well as exploring altruism, the development of gender roles, stereotypes, non-verbal behavior, and social influence. Students will acquire a new framework for interpreting social behavior. Among the topics explored in the course are socialization, language acquisition, interpersonal behavior, and persuasion. Students will also have the opportunity to develop the ability to analyze their own and others' behavior. In addition, since this course is taught in Florence, Italy, it provides a natural opportunity to

compare and contrast the influence of culture on individuals. Living even for a short period in another country helps you to see and understand the relationship between the individual (self) and society.

**Prerequisites:** PSY 150 Introduction to Psychology, or equivalent

### Child Psychology

PSY 210 F  
Cr: 3; Contact hrs: 45

This course is about the study of child development, from the prenatal period through adolescence, examining theories, findings, approaches and methods of developmental psychology. We will explore such questions as: What knowledge do infants have at birth? Is aggressiveness a stable attribute? Does early exposure to two languages confuse children? What do children understand about the causes of emotion? How do infants become attached? Why do school-age children pay more attention to their peers than their parents? Who raises altruistic children? We will cover the major domains of development -biological, cognitive, linguistic, social, and emotional, putting emphasis on discovering the many different biological and experiential factors that influence behavior, as well as the roles familial and extra familial factors play in the course of early human development. We will look at the causes and methods of reducing aggression, as well as exploring altruism, and moral development. The course will include practical exercises where students will be expected to conduct observations of children in real-life and/or on video, and plan appropriate methods to collect developmental data, with the opportunity to explore the differences between their own culture and Italian culture.

**Prerequisites:** PSY 150 Introduction to Psychology, or equivalent

### Love, Beauty and Natural Selection: the Science and the Myths

PSY 280 F; Dual listed: GND 280 F  
Cr: 3; Contact hrs: 45

Evolutionary psychologists claim that men and women differ substantially in their attitudes and abilities; they theorize that beauty and attractiveness are signals of good health, good genes, or other qualities, and that all forms of human love are unconscious strategies for passing on these qualities to the next generation. These theories make excellent stories for popular science writers, which will often present them as proven facts that are very relevant to everyday life. However, this is far from true. Even a shallow examination of the theories and the data supporting them will demonstrate that, although entirely plausible, many hypotheses made by evolutionary psychologists are controversial, have very little empirical evidence supporting them, and will usually have very little practical relevance to people. Throughout the course we will learn the theoretical bases of modern evolutionary biology, review the most popular theories of evolutionary psychology (e.g. psychological gender differences, sexual love, marriage, parental love, female beauty, male beauty, sperm competition, female orgasm), observe the way they are presented in the media, and critically examine the science that supports them. The case studies we will encounter will inspire a more general reflection on the potential limitations of the scientific method, and on the potential flaws of modern popular science communication.

### Conflict Resolution and Mediation Skills

PSY 292 F; Dual listed: COM 292 F  
Cr: 3; Contact hrs: 45

This intensive course grounds students in the theory of the methods of collaborative conflict resolution strategies and trains them to use those methods for a range of real-world situations. Central are techniques of proven professional effectiveness, in particular those of the National Conflict Resolution Center. The course includes an overview of interest-based conflict resolution, effective communication skills (to prevent escalation), negotiation from a problem-solving (rather than competitive) perspective, approaches for managing conflicts in personal and professional settings, and a strategy for leaders on campuses, communities, and workplaces. Students further learn the art of formal mediation with individuals and large groups. Further techniques serve to deal with more intractable

disputes in the realm of high-intensity, complex, and large-scale conflicts. In addition to a highly structured process, students learn culturally appropriate adaptations, how to manage impasse, and how to handle highly emotional people.

Taught by NCRC instructors.

## Workplace Psychology: Building Effective Managers

PSY 302 F; Dual listed: BUS 302 F  
Cr: 3; Contact hrs: 45

The course examines organizational issues - such as stress, conflict, discrimination, and others - through the social lenses of psychology. The course is a journey through the science of the psyche that will open windows of understanding beyond managerial perspectives. An organization is strategy, marketing, planning, budgeting, and at its very core, it is human. This is the element the course will focus on: the human psychology of an organization. The course leads students to consider approaches that develop the individual with the objective of improving and helping to grow the organization as a whole. In other words, the course connects individual strategy and well-being with those of organizations and the wider society. Through lectures, experiential exercises, readings and reflections, and teamwork, students will gain a thorough understanding of individual behavior, group functioning, and organizational processes and dynamics. The first part of the course focuses on the individual and teams. Only when one gains awareness about who one is can one effectively work and grow with others. The second part of the course will venture into specific themes: the importance of conflict, the impact of technology, the unavoidable certainty of uncertainty, and substance abuse within an organization. Ultimately, the course enables students to move between themes with critical acumen and creativity, seeking realistic and implementable solutions to real problems.

**Prerequisites:** Junior standing

## Psychology of Crime

PSY 305 F  
Cr: 3; Contact hrs: 45

This course approaches the knowledge and understanding of criminal behavior and its impact upon individuals and society from developmental, cognitive-behavioral, and other psychological perspectives. The basic premise of this course is that multiple variables affect people's behavior and for this reason this study requires attention to personality factors and how they interact with situational variables. Topics include: criminological theories, biological and psychological models of criminal behavior, crime and mental disorders, human aggression and violence, sexual assault, and criminal homicide. Students will acquire a new framework for interpreting criminal behavior. Students will be familiarized with different perspectives on criminal behavior as well as etiology, risk factors, assessment and treatment in relation to different criminal behaviors. Recent research findings will be incorporated.

**Prerequisites:** PSY 150 Introduction to Psychology, or equivalent

## Forensic Psychology

PSY 315 F  
Cr: 3; Contact hrs: 45

The course offers an introduction to the field of forensic psychology, starting from the definition of crime and theories on development of criminal and delinquent behavior. Topics of the course include: criminal homicide, stalking, sexual assault, family violence and child abuse. Students will acquire basic knowledge of investigative psychology including geographical and criminal profiling. Special emphasis is given to consulting with courts and the rehabilitation process in correctional facilities.

**Prerequisites:** PSY 150 Introduction to Psychology, or equivalent. Recommended: PSY 305 Psychology of Crime or equivalent

# SOC - Sociology

## Introduction to Sociology

SOC 160 F  
Cr: 3; Contact hrs: 45

Sociology is the study of human groups, organizations and societies and the patterns of similarity and difference among them. In this course, we will examine the major questions that guide sociological analysis. We will also practice "doing" sociology by exploring our everyday social worlds and the oftentimes invisible or taken-for-granted social forces that shape it. Sociologists are concerned with a vast array of topics, and they approach the investigation of these topics in numerous ways. This course will introduce and draw students into our ways of seeing the world, provide them with tools for understanding our own social position and the conditions in which we live, and fuel our passion and vision for a just, equal and diverse society.

## Italian Cinema and Society

SOC 201 F; Dual listed: MCT 200 F  
Cr: 3; Contact hrs: 45

This course explores Italian cinema from its origins to the present time, within the socioeconomic and historical context of Italian culture and society. The course is based on the premise that film can be usefully employed for studying a society's history and culture, including such areas as customs, ideologies, discourses, gender roles and social problems. Areas of particular focus will include Fascism, World War II, the economic miracle, the southern question, political terrorism of the 1970s, commercial television, the Second Republic, the Mafia, and the contemporary phenomenon of immigration. Along the way we will be looking at some of the major works of key directors, as well as at the most important genres of popular cinema, giving particular attention to the intellectual, historical, cultural, and literary matrix of each movie. Through analyzing the ways in which Italian cultural, social and political conflicts are portrayed and worked out both in art films and popular cinema, students will be encouraged to reach an understanding of the possibilities of film both as work of art and as cultural document.

## Regions of Italy

SOC 225 F  
Cr: 3; Contact hrs: 45

Historically, Italy has passed more years as a patchwork of independent or semi-independent states than as one unified country. Even today, in the era of a single Italian state, this history of division and diversity has left a strong mark on the regions of Italy. This course will help students to understand the historical, artistic, linguistic and cultural characteristics of each region and the many forces that have given rise to powerful local identities across the country. Students will discover a plurality of Italies, each with its own rich culture, and in doing so they will be encouraged to reflect on broader issues concerning nationhood and identity.

## Organized Crime: Sociology and History of Italian Mafia

SOC 260 F  
Cr: 3; Contact hrs: 45

One of a long list of Italian words adopted in many other languages, "mafia" is now applied to a variety of criminal organizations around the world. This course examines organized crime in Italy in historical, social and cultural perspective, tracing its growth from the nineteenth century to the present. The chief focus is on the Sicilian mafia as the original and primary form. Similar organizations in other Italian regions, as well as the mafia in the United States, an outgrowth of Sicilian mafia, are also considered. The course analyzes sociological aspects of the mafia including language, message systems, the "code of silence," the role of violence, structures of power, and social relationships. Also examined are the economics of organized crime and its impact on Italian society and politics.

## Italian Family and Society

SOC 280 F  
Cr: 3; Contact hrs: 45

The course explores the Italian family from a sociological point of view, placing the family in the context of Italian tradition and culture. It is subdivided into two main sections. In the first section we will begin with an historical analysis of the Italian family from the Romans to the present age, in order to analyze changes and traditions through several centuries. We will see that the patriarchal system underlies the entire history of the Italian family until recent times. We will analyze the meaning of the family at the present time and the importance of marriage in the past and cohabitation in present society. We will also consider key moments of transition in the life cycle of families, such as the constitution of a conjugal agreement, the place of children, divorce, the elderly, and adoption. The impact of immigration on the development of family lifestyles will also be examined. In the second part of the course each class will analyze in detail the single members of the family. We will investigate rights and duties of wives, mothers, husbands, fathers and children in the family and we will evaluate the relationship between tradition and change in the evolution of these roles. We will also compare the traditional and conservative southern family to that of northern Italy.

## The Italian-American Experience

SOC 290 F  
Cr: 3; Contact hrs: 45

The course captures the depth and the richness of the Italian American experience from the historical, social, political and artistic point of view. Topics include: struggle for survival; adaptation and success of Italians in the US; their search for an identity; and their impact and contribution to the evolution of American life and culture. The first part traces the role of Italians in the discovery and settlement of the New World and in the struggle for American independence from England. It also provides a survey of conditions in Italy that encouraged, just after the unification of the country, millions to leave their homes for more promising economic opportunities available in the cities of the United States in the decades after 1880. The second part is an examination of various aspects of the immigrant experience, including housing, jobs, politics, community institutions and the family. The third part traces the emergence of ethnic consciousness among Italian Americans in the post immigration era and the search for a new self-identity.

## Sociology of Consumerism

SOC 303 F; Dual listed: BUS 303 F  
Cr: 3; Contact hrs: 45

The course will focus on the rise and development of consumer cultures. The aim is to study and to apply interdisciplinary theoretical approaches to the study of consumer society now and in the past. The course will explore key substantive themes in the history and sociology of consumption, including the following: 1) an overview of developments in the different theories of consumer culture; 2) the rise of commercial society, the relation between freedom of choice and the power of commercial systems, models of consumer psychology and behavior, the nature of selves and identities in a post-traditional world, prosperity and progress; 3) the way class, gender, ethnicity and age affect the nature of our participation in consumer culture; 4) the evolution of capitalism to the present day, as well as the history of commodities in a number of different settings (advertising, food and drink, fashion and clothes); 5) the social, cultural and economic context of specific consumer groups, as well as case studies of specific commodities.

**Prerequisites:** an introductory social science or business course

## Broadcasting: Italian Culture and Television

SOC 305 F; Dual listed: CLT 305 F; COM 305 F  
Cr: 3; Contact hrs: 45

This course examines the development of commercial television broadcasting, its beginnings in radio and its creation of distinctive genres in Italy. Italian state and private television are analyzed and compared. The course also considers different theoretical approaches to the analysis of television by

investigating the various theories of its effects and the impact on other media. The course will examine today's main trends, strategies and broadcast in Italian television. A strong link is also provided between Italian television and Italian culture.

**Prerequisites:** COM 180 Mass Communication, or equivalent

## Contemporary Italians and Italy

SOC 345 F  
Cr: 3; Contact hrs: 45

This course analyses the history of Italians and the image of Italy during the contemporary era, from the unification of the country to today. Italy has always been a country with very profound differences and social contrasts, a nation where very underdeveloped rural contexts existed in the shadow of a magnificent historical past. From this point of view, poverty made Italy a land of emigration, but it remained the cradle of antiquity and the Renaissance, a place where travelers have always loved to come to learn about its art and culture. After the Second World War, the Italian economic miracle added another dimension to those contrasts. Italy became an industrialized country of fashion, design and cinema. A new image evolved: the image of the Italian "dolce vita." The perception of Italians from abroad has always been influenced by these contradictions: Italians are seen as immigrants and underdeveloped people, while at the same time as artists, craftsmen and representatives of a unique and relaxed way of life that does not exist anywhere else. The course also deals with the history of contemporary Italians through cinema, literature, music and TV, both in Italy and abroad, in order to contribute to the identification of the many aspects that have made Italy one of the most controversial countries in the world.

**Prerequisites:** Junior standing

## WRI - Writing

### Writing for College

WRI 150 F  
Cr: 3; Contact hrs: 45

This instructional Writing Intensive course explores themes that fall into the category of cultural diversity, nature and environment, civic engagement, or quantitative reasoning. Since students write regularly on demand, this course teaches and reinforces writing skills in standard written English. Special attention is given to the fundamentals of academic writing, including documentation and common issues like difficulties in word choice, overcoming clichés of thought and expression, and plagiarism. The purpose of the course is for students to learn how to become their own best critics, by gaining awareness of, and respect for, the complexity, and pleasure, of the non-linear recursive nature of the writing process.

### Introduction to Journalism

WRI 185 F; Dual listed: COM 185 F  
Cr: 3; Contact hrs: 45

Journalism covers a huge range of output across all media and is an influential form of communication in almost every country of the world. Journalism involves the sifting and editing of information and events; it is about putting ideas and controversies into context, and it is about the assessment of the validity and truthfulness of actions or comments. This course will offer an introduction to the history and practical skills of print and broadcast journalism. Students will be guided in researching and interviewing techniques and in writing news articles, reviews and features for a variety of media. They will also have hands-on experience in preparing, recording and editing a radio program or webcast.

**Prerequisites:** WRI 150 Writing for College, or equivalent

### Creative Writing

WRI 220 F  
Cr: 3; Contact hrs: 45

This course is geared toward students seriously motivated to write creatively and constructively through inspiration and self-discipline. The professor will stimulate students' creativity through the confrontation with different aids in order to help students create different kinds of written products. This class

focuses on both theoretical and practical aspects of creative writing by providing the basic principles and techniques that should be used when producing a written piece. Through inspirational exercises, the student will use the art of creative writing as a tool for literary expression and self-awareness. Reading work out loud for discussion and in-class critiquing allows the students to develop a critical awareness of their own writing as well as following the inspirational and editing process of fellow classmates. Mid-term and final projects will reflect students' writing progress. This course may be taken by students of English as a second language with advanced writing skills.

**Prerequisites:** WRI 150 Writing for College, or equivalent

## Writing about the Self

WRI 280 F

Cr: 3; Contact hrs: 45

This class is designed for those students who wish to use writing as an instrument to come into contact with their own unique perception of the world and its infinite creative potentialities. It is also aimed at students who would like to learn how to use their intuitive senses and inspirations in order to better both their writing skills and their ability to write about personal thoughts and experiences. In-class writing assignments and group discussions will be used as a source of motivation and encouragement. Readings by prominent writers will be used to provide instructive models. Writing assignments will be given weekly.

## Travel Writing

WRI 290 F

Cr: 3; Contact hrs: 45

Throughout history, Italy has inspired writers and poets to wax lyrical as few other countries have done. Countless English-language novels, stories and poems have woven a bel paese of words around the Italian experience. This course provides an opportunity for students to focus first-hand on the art and craft of travel writing, with particular emphasis on cities in Italy, but also with excursions into other worlds - real or imaginary. Through reading, writing, and visits in and around the city center, students will explore places of historic, artistic, cultural and personal interest. They will learn "by example" from a selection of great travel literature about the world in general, and about Italy in particular. And they will learn "by doing," via a series of guided exercises and assignments that explore the distinctive qualities of travel writing - its combination of history, culture, information, rumination, musings and memory - and the ways in which this particular art can lead to a deeper understanding of their own experiences and cultural identity.

**Prerequisites:** WRI 150 Writing for College, or equivalent

## Business Writing

WRI 294 F

Cr: 3; Contact hrs: 45

This course helps students to write and express themselves effectively in a business environment through the study of specific forms of correspondence, their purposes, and the research and precision writing each requires. In addition, the classroom experience lends itself naturally to the study of collaborative writing, which is especially important for web based communication and surveys, but also for reports, projects and presentations. To these ends the course also covers basic grammar and means of expressions in English.

**Prerequisites:** WRI 150 Writing for College, or equivalent



**6.2** | Florence  
School of Italian Language and Culture

## ITC - Italian Language and Culture

### Italian through Cultural Experience (in Italian only)

ITC 150 F  
Cr: 3; Contact hrs: 45

This Italian language and culture course addresses the four language competencies (reading, writing, listening, speaking) and includes both in-class lessons and explorative cultural activities in the streets, piazzas and public buildings of Florence. This very dynamic course has a rapid learning pace. Through language the student is enabled to explore local culture, interacting outside class on the basis of specific assignments. The course is highly flexible and is designed for students studying a variety of disciplines. The course emphasizes the explorative ability and independent learning of students who, besides carrying out homework, discover on their own new aspects of language and culture. Some themes examined in the course: young people in Italy, fashion, local history, popular traditions, etc.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1, or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level. Students who have completed Intermediate Italian 1 or above not admitted

### Italian through Cooking (in Italian only)

ITC 220 F  
Cr: 3; Contact hrs: 45

This intermediate course is taught entirely in Italian. Through the study of Italian regional food students will expand their cultural and linguistic competence. Italian regional cuisine is naturally linked to local history, geography, lifestyle and culture. Each class includes a grammar topic, brief hands-on cooking session of one main popular Italian dish. Frequent oral and written reports will be arranged, so that students will naturally strengthen the four main linguistic skills.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level. Students who have completed Intermediate Italian 2 or above not admitted

### Italian through Film (in Italian only)

ITC 225 F  
Cr: 3; Contact hrs: 45

The use of film in teaching Italian allows students to be exposed to different models of language, to develop their communicative skills (by focusing on the roles of the protagonists and the importance of situation and context), and to compare and contrast different cultural systems. Drawing on Italy's world-famous cinematic tradition, this course will explore language and communication in a variety of films that provide stimulating images of Italian society. Much class time will be devoted to analysis of language, in particular to the ways in which grammar and vocabulary are used in film dialogues portraying realistic situations from everyday life.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian for Conversation (in Italian only)

ITC 260 F  
Cr: 3; Contact hrs: 45

The course, taught entirely in Italian, aims to improve conversational fluency through different structured teaching techniques (i.e. dramatization, role play, role taking, oral presentation) and also to promote different strategies for listening, another important skill to be developed in order to become a real active participant in conversation. The improvement of speaking and listening abilities, together with reading and writing, will go hand in hand with broadening knowledge of the Italian culture. In this context class discussions and students' oral presentations on themes regarding Italy and Italian people will help them become familiar with Italian society.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian for Tourism (in Italian only)

ITC 270 F  
Cr: 3; Contact hrs: 45

The course is addressed to students in hospitality and tourism study programs who have a basic knowledge of the Italian language. It is meant for developing and practicing oral and written skills for communicating in the tourist industry through a set of practical tasks such as, for example: welcoming tourists, providing information, making and confirming reservations. Students will gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services, product advertising and promotion. Moreover, they will become familiar with technical terms and texts in the field of hospitality management and tourism. The course develops practical skills across a range of working roles, besides providing original perspectives on travel and tourism in Italy.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian Renaissance Art (in Italian only)

ITC 305 F  
Cr: 3; Contact hrs: 45

Florence, "the cradle of the Renaissance," is the setting for this introduction to the history of Renaissance art. The course, taught entirely in Italian, is intended to give the beginning student a general overview of the main facts, causes and conditions that led artists from Giotto in the fourteenth century to Masaccio, Donatello, Brunelleschi and Botticelli in the fifteenth century, up to Leonardo, Michelangelo and Raphael in the sixteenth century, to create one of the most fascinating periods in art history. In Italy these years witnessed an extraordinary coming together of artistic talent, a passionate interest in antiquity, civic pride and an optimistic belief in "man as the measure of all things." This course examines the most important monuments from the Renaissance period in Italy and the major artists and architects who contributed to the birth of Western art. Works are always compared with each other to show various relationships, remembering how important it is to view Renaissance art in the context of its creation.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Reading and Writing for Academic Purposes (in Italian only)

ITC 310 F  
Cr: 3; Contact hrs: 45

This advanced level course of Italian Language aims to give students who have a solid background in Italian language the opportunity to consolidate and improve their competence by working with original literary and non-literary texts. This course, taught entirely in Italian, includes the reading of selected Italian writers, e.g. Alberto Moravia, Italo Calvino, Dacia Maraini, Stefano Benni and others. It is designed to strengthen fluency in reading and writing as well as speaking skills. Different types of reading techniques will be practiced. Readings will be followed by comprehension questions, discussions of issues, summarizing of arguments and comparison of viewpoint. Vocabulary and grammar exercises connected to the readings and weekly writing of short compositions stressing accuracy will be implemented. Readings will be analyzed and discussed in their context of Italian society in the 20th century.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## Italy Today: Italians and Italy through the Media (in Italian only)

ITC 320 F

Cr: 3; Contact hrs: 45

The course, taught entirely in Italian, will cover reading and discussion of articles from representative magazines and newspapers in Italy, including considerable use of television and radio broadcasts, documentary films. New media are also addressed. Many aspects of modern Italian life are examined: politics, education, religion, the economy, the arts, science, and others, with frequent oral and written reports. This course is designed to strengthen fluency in reading and writing as well as listening and speaking skills. Students will become familiar with the usage of the language in a very contemporary context.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## Food in Italian Culture (in Italian only)

ITC 335 F

Cr: 3; Contact hrs: 45

This advanced course is taught entirely in Italian. Through the study of Italian regional food students will expand their cultural and linguistic competence. Italian regional cuisine is naturally linked to local history, geography, lifestyle and culture. Each class includes brief hands-on cooking session of one main popular Italian dish. The complex relationship between food, culture and society will be analyzed through readings. Frequent oral and written reports will be arranged, so that students will naturally strengthen the four main linguistic skills.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## Italian through Service Learning (in Italian only)

ITC 340 F

Cr: 3; Contact hrs: 45

This course, taught entirely in Italian, aims to give students a singular experience of study abroad. The focus of the course is both on the Italian learning outcome and the opportunity to experience and reflect upon community-based volunteer work in the program city. Students are required to attend weekly seminars (at least 15 hours) on cultural and language issues, sharing experiences based on their service learning. Particular attention will be dedicated to socially engaged subjects like ethnicity and immigration, youth and volunteer work, children and school, stereotypes and intercultural relations, globalization. The course also entails volunteer placements in organizations engaged in socially meaningful tasks: working with women, children, the elderly, students, immigrants, cultural associations, disabled people and the environment (at least 15 hours of on-site activities per semester to be arranged by and starting from the fourth week of the semester). The service learning will be supervised by the professor and local supervisors. Please consider that students will have to devote additional hours for independent learning, preparation and follow-up of the activities and transport. Students will reflect on their learning through case study reports and journals based on participation and observation in the service learning location.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## High Renaissance and Mannerism (in Italian only)

ITC 345 F

Cr: 3; Contact hrs: 45

This course, taught entirely in Italian, traces the major trends of Italian art in the sixteenth century. It is a period dominated by the achievements of Leonardo da Vinci, Raphael and, above all, Michelangelo. These three artists are examined in great detail. This analysis is not confined to their works of art, but also includes their personalities and the social framework

within which they lived and worked. Great emphasis is therefore put on the dual themes of patronage and the social position of the artist in the period. Titian, in Venice, receives similar attention with particular emphasis on his portraits. The course also explores the complex and refined style known as Mannerism - a style held to have emerged from tendencies present in Michelangelo's work. Mannerist art is particularly well represented in Florence in the works of Pontormo, Bronzino and Cellini. Students learn to identify and examine in detail the works of the leading artists of the period, and gain the ability to discuss High Renaissance and Mannerist developments of major subjects and genres, such as portraiture and the nude.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## Translation Techniques (in Italian only)

ITC 350 F

Cr: 3; Contact hrs: 45

This course, held in Italian, is geared toward students motivated to learn the translating process from English into Italian with a strong emphasis on different written genres. Solid knowledge of both languages is required. This class focuses on both theoretical and practical aspects of translating text by providing the basic principles and techniques that should be used when producing a translation. After a preliminary introduction to the problem of non-equivalences at different language levels, students will then explore the diversity of grammatical and lexical categories across languages as well. Translating skills will be encouraged through the comparison of different texts in both English and Italian versions. Practice will include a wide range of translated texts and studying comparisons between sources such as: newspaper and magazine articles, modern short stories, contemporary novels, screenplays for the film dubbing industry, famous musicals and songs, scientific and technical translation for medicine, legal and business purposes, extracts from travel guides, art and architecture books, comic strips, menu and cooking manuals, advertising and web translations.

**Note:** Please note that the translations are from Italian into English, therefore high proficiency in English writing and comprehension is expected

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## Italian for Business (in Italian only)

ITC 360 F

Cr: 3; Contact hrs: 45

The course is designed for advanced students of Italian who wish to further their linguistic knowledge in the specific areas of business. It aims at providing students with the specific vocabulary and professional expressions that are most often used. It gives grounding in Italian business operations and environments, and recreates the types of communicative situations relevant to the business world, through which students will acquire transferable academic and professional skills. Besides including Italian grammar and vocabulary as used in business, it incorporates simulations of meetings, telephoning, negotiations, and presentations. Lessons will help students build confidence in using Italian in professional and social scenarios. Students will also learn the Italian formats for writing formal business letters, faxes, e-mails and curricula vitae.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## Communication in Public Administration Internship

ITC 364 F; Dual listed: COM 364 F

Cr: 3; Contact hrs: 135

This internship provides professional experience in the field of Communications at a prestigious public office. The intern is monitored by both the onsite supervisor and an LdM

faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten/twelve hours weekly at the internship site; student internship schedules and onsite duties may vary. The internship provides an inside look into Florence's Public Administration. With this unique experience the students establish themselves as part of a communications team and learn valuable technical skills, while providing information to the English speaking community of Florence. Interns develop and carry out various activities which include but are not limited to: translating important news and announcements from Italian into English; finding the main points of an official document and making a short summary of those points for online publication; using specific databases and maintaining a website; working as a liaison with external offices; drafting translations from English into Italian.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, writing sample in English, formal letter of intent in Italian. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an Italian language placement test and an onsite interview during the first week of the term. Proficiency in Italian required. Since the translations are from Italian into English, high proficiency in written and read English is expected.

**Prerequisites:** Advanced Italian 1 completed (ITL 301 level) and concurrent enrolment in an Italian class (ITL/ITC). Recommended: strong writing and communication skills; translation experience

### Contemporary Italian Politics (in Italian only)

ITC 370 F

Cr: 3; Contact hrs: 45

Politically, Italy is a country that combines a very old tradition with passionate debate about the current direction of the government and the state. The course, taught entirely in Italian, aims to provide students with an overview of contemporary Italian politics by exploring its history from the end of the Second World War to the present day. Students will be encouraged to broaden their understanding and sharpen their political thinking through engagement with the complexity of the Italian political landscape. A series of specific historical issues will be analyzed, such as the rise of mass political parties, the postwar economic miracle, women's right to vote, the political debate among parties during the Cold War, the terrorism of the Seventies, the instability of democracy and the interference of the Mafia, the case of Bribeville (Tangentopoli), reform of the electoral system, the power of Berlusconi, and finally the unsolved question regarding the political integration of immigrants. Primary materials (newspapers, magazine articles and videos) will be utilized as a basis for class discussion.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian through Children's Literature (in Italian only)

ITC 400 F

Cr: 3; Contact hrs: 45

This course, taught entirely in Italian, explores the most important children's books written in Italy. In our country this genre only established itself firmly at the beginning of the 19th century. Until then, children usually read foreign books translated into Italian. Beginning with a general introduction on literature for children, the course will be dedicated to the analysis of the most popular Italian children's books. Readings will include works by Collodi, Salgari, De Amicis, Vamba, Gianni Rodari and Bianca Pitzorno. By the end of the course, students should be able to have a better understanding of children's literature and they will be familiar with the structure and main themes of a book written for children. They will also practice their ability to improve reading and understanding a text in Italian.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Contemporary Italian Literature (in Italian only)

ITC 410 F

Cr: 3; Contact hrs: 45

This course covers 20th century Italian literature, concentrating on the period 1900 - 1945. During each class, taught entirely in Italian, the professor will introduce a topic and then will help students read and comment on the texts. Each student will also be required to develop an individual project based on the analysis of a complete work by a 20th century Italian author. At the end of the term, each student will submit a written paper and give an oral presentation in class about his/her own work. Readings include works by authors such as Gabriele D'Annunzio, Giovanni Pascoli, Marino Moretti, Guido Gozzano, Filippo Marinetti, Aldo Palazzeschi, Dino Campana, Federigo Tozzi, Italo Svevo, Luigi Pirandello, Giuseppe Ungaretti, Vasco Pratolini, Eugenio Montale, Elsa Morante, Pierpaolo Pasolini, Alberto Moravia, Italo Calvino, Alessandro Baricco, Niccolò Ammanniti, and Simona Vinci. The course objective is to foster the students' ability to interpret and understand a literary text conceived in a different language and in a different cultural environment.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian Cinema (in Italian only)

ITC 425 F

Cr: 3; Contact hrs: 45

This course, taught entirely in Italian, examines twentieth-century Italian culture and society through film. The primary sources for this course will be the masterpieces of classic directors such as Federico Fellini, Roberto Rossellini and Michelangelo Antonioni, as well as the less well-known films of the early Italian movements, Neorealism, Commedia all'italiana and contemporary Italian cinema. We will critically analyze how Italian cultural and social conflicts are portrayed and worked out in popular films. By watching, discussing, and writing about these films, we will examine how motion pictures create a window into modern Italian society. Students will learn how to read films as cultural texts that help us better understand our history and culture.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian Civilization and Culture (in Italian only)

ITC 430 F

Cr: 3; Contact hrs: 45

This course will examine the ways both individual and collective identity have been shaped and portrayed in Italy from the Middle Ages to the present by history, language, politics, literature and movies. In addition to studying cultural production, students will explore major events, movements and figures in Italy. While the course is organized chronologically, recurrent themes throughout Italian history will generate many of our class discussions.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian Women's Literature (in Italian only)

ITC 435 F

Cr: 3; Contact hrs: 45

This course will examine the representation of Italian women from the Middle Ages to the present through a selection of contemporary writings and movies by Italian female authors. Among the topics considered are the relationship between women and their cultural and social backgrounds; women's historical, cultural, and artistic contributions; continuities and breaks with the dominant male tradition. Through group discussion and written assignments, students will critically analyze the value of the female experience as portrayed in

contemporary Italian literature and cinema.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Capping: Contemporary Italian Thought (in Italian only)

ITC 477 F

Cr: 3; Contact hrs: 45

In this course we will explore contemporary Italian thought through analysis and discussion of a selection of Twentieth-century Italian novels, poems, critical essays and films. Emphasis is given to literary analysis and genres; literature in relation to culture, society, and identity; and language issues. Some themes that will be addressed include nonconformity, marginality, war, and nationalism, which will provide stimulus for the capping thesis, a 15-20 page interdisciplinary research paper on a topic of specific interest to the student. At the end of the course, students will formally present their research in a departmental capstone presentation.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1, or equivalent; restricted to seniors enrolled in B.A. in Italian Language

## ITL - Italian Language 3-Credit Courses

### 3-Hour Italian Language Elementary 1

ITL 101 F

Cr: 3; Contact hrs: 45

This course is for absolute beginner students who have never studied Italian before. Its aim is to give the basis of the language, allowing students to deal with the most common everyday situations by expressing themselves in the present and past tenses. Key grammatical topics include: definite and indefinite articles; noun-adjective agreement; present tense of regular and main irregular verbs; prepositions; direct pronouns; present perfect; possessive adjectives. Key thematic areas include: shopping for food; in a restaurant; daily life and spare time; travelling; vacations; the family.

### 3-Hour Italian Language Elementary 2

ITL 102 F

Cr: 3; Contact hrs: 45

This course is designed for students who already have a basic vocabulary and knowledge of elementary structures of the language. By the end of the course students should be able to complete simple and routine tasks requiring an exchange of information on familiar matters, to describe their background and issues related to everyday life. Key grammatical topics include: review of Elementary 1 course contents; simple and compound prepositions; reflexive verbs; future; imperfect tense; indirect pronouns; introduction to present conditional. Key thematic areas include: shopping in Italy; daily routine; habits in the past; Italian festivities; Italian food; in a hotel. Selected readings.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Intermediate 1

ITL 201 F

Cr: 3; Contact hrs: 45

This course is directed towards the acquisition of more complex structures of Italian language in order to express personal opinions and preferences. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Key grammatical topics include: review of previous level contents; past perfect; prepositions; combined, indefinite and interrogative pronouns; present and past conditional; linking words; impersonal forms;

present and past subjunctive. Key thematic areas include: Italian geography; food and cuisine; holidays; driving in Italy; dwellings; health and body. Selected readings.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Intermediate 2

ITL 202 F

Cr: 3; Contact hrs: 45

This course introduces students to contemporary Italian society by exploiting different sources including literature, the media and press. By the end of the course students should be able to show a high degree of understanding of complex written and spoken texts and respond appropriately to them, both orally and in writing. Key grammatical topics include: review and expansion of contents of previous levels; forms and use of the subjunctive mood; imperative with pronouns; introduction to *passato remoto*; infinitive and gerund; degrees of comparison; passive voice; relative pronouns; reported speech (first level). Key thematic areas include: famous Italians; issues of contemporary history, culture and society; local arts and crafts; Italian cinema. Selected readings of literary works.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Advanced 1

ITL 301 F

Cr: 3; Contact hrs: 45

This course is designed for students who already have a solid grammatical/lexical basis. By the end of the course students should be able to understand most TV news and information on current affairs; read contemporary literary prose; write texts about a wide range of subjects; achieve the degree of confidence with the language that makes communication fluid and clear. Key grammatical topics include: consolidation of previous levels; impersonal forms; clauses and constructions using the subjunctive; *passato remoto*; passive forms in contrast; relative clauses in contrast. Key thematic areas include: changes in the Italian language and dialects; typical Italian products; immigration in Italy; environmental issues. Selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Advanced 2

ITL 302 F

Cr: 3; Contact hrs: 45

This course is designed for students who have a high degree of fluency in Italian both in speaking and in writing. By the end of the course students should be able to formulate ideas and opinions with precision and recognize a wide range of idiomatic expressions and colloquialisms, as well as apply register shifts. Key grammatical topics include: review of previous levels; past perfect subjunctive; past conditional; indefinite adjectives pronouns; verbs and prepositions; conditional clauses; *trapassato remoto*; gerund, infinitive, participle; tense agreement; reported speech (second level). Key thematic areas include: Italian regionalism; the Risorgimento; politics and the media; contemporary literature and cinema; cultural heritage. Selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## ITL - Italian Language 4-Credit Courses

### 4-Hour Italian Language Elementary 1

ITL 111 F

Cr: 4; Contact hrs: 60

This course is designed for absolute beginner students who have never studied Italian before. By the end of the course students should be able to deal with the most common everyday situations by expressing themselves in the present and past tenses. Compared to a 3-Hour Elementary 1 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional grammar topics and exploring Italian culture. Key grammatical topics include: definite and indefinite articles; noun-adjective agreement; present tense of regular and main irregular verbs; prepositions; direct pronouns; present perfect; possessive adjectives. Key thematic areas include: shopping for food; daily life and spare time; vacations; at the restaurant; family; in town. Selected readings. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

### 4-Hour Italian Language Elementary 2

ITL 112 F

Cr: 4; Contact hrs: 60

This course is designed for students who already have a basic vocabulary of Italian and basic knowledge of elementary structures of the language. By the end of the course students should be able to complete simple and routine tasks requiring an exchange of information on familiar matters, to describe their background and issues related to everyday life. Compared to a 3-Hour Elementary 2 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review of Elementary 1 level contents; simple and compound prepositions; reflexive verbs; future; imperfect tense; indirect pronouns; introduction to present conditional. Key thematic areas include: shopping in Italy; daily routine; habits in the past; Italian festivities; Italian food; in a hotel. Selected readings. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or ITL 111 4-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 4-Hour Italian Language Intermediate 1

ITL 211 F

Cr: 4; Contact hrs: 60

This course is directed towards the acquisition of more complex structures to express personal opinions and preferences. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Compared to a 3-Hour Intermediate 1 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review of previous level contents; past perfect; prepositions; combined, indefinite and interrogative pronouns; present and past conditional; linking words; impersonal forms; present and past subjunctive. Key thematic areas include: Italian geography; food and cuisine; holidays; driving in Italy; dwellings; health and body. Selected readings. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or ITL 112 4-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 4-Hour Italian Language Intermediate 2

ITL 212 F

Cr: 4; Contact hrs: 60

This course introduces students to contemporary Italian society by exploiting different sources including literature, the media and press. By the end of the course students should be able to show a high degree of understanding of complex written and spoken texts and respond appropriately to them, both orally and in writing. Compared to a 3-Hour Intermediate 2 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review and expansion of contents of previous levels; forms and use of the subjunctive mood; imperative with pronouns; introduction to passato remoto; infinitive and gerund; degrees of comparison; passive voice; relative pronouns; reported speech (first level). Key thematic areas include: famous Italians; issues of contemporary history, culture and society; local arts and crafts; Italian cinema. Selected readings of literary works. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or ITL 211 4-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 4-Hour Italian Language Advanced 1

ITL 311 F

Cr: 4; Contact hrs: 60

This course is designed for students who already have a solid grammatical/lexical basis. By the end of the course students should be able to understand most TV news and information on current affairs; read contemporary literary prose; write texts about a wide range of subjects; achieve the degree of confidence with the language that makes communication fluid and clear. Compared to a 3-Hour Advanced 1 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: consolidation of previous levels; impersonal forms; clauses and constructions using the subjunctive; passato remoto; passive forms in contrast; relative clauses in contrast. Key thematic areas include: changes in the Italian language and dialects; typical Italian products; immigration in Italy; environmental issues. Selected readings of literary works by modern Italian authors. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or ITL 212 4-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 4-Hour Italian Language Advanced 2

ITL 312 F

Cr: 4; Contact hrs: 60

This course is designed for students who have a high degree of fluency in Italian both in speaking and in writing. By the end of the course students should be able to formulate ideas and opinions with precision and recognize a wide range of idiomatic expressions and colloquialisms, as well as apply register shifts. Compared to a 3-Hour Advanced 2 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review of previous levels; past perfect subjunctive; past conditional; indefinite adjectives pronouns; verbs and prepositions; conditional clauses; trapassato remoto; gerund, infinitive, participle; tense agreement; reported speech (second level). Key thematic areas include: Italian regionalism; the Risorgimento; politics and the media; contemporary literature and cinema; cultural heritage. Selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or ITL 311 4-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## ITL - Italian Language 6-Credit Courses

### 6-Hour Italian Language Elementary 1 and 2

ITL 122 F

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is for absolute beginner students who have never studied Italian before. By the end of the course students should be able to complete simple and routine tasks requiring an exchange of information on familiar matters, to describe their background and issues related to everyday life. Key grammatical topics include: definite and indefinite articles; noun-adjective agreement; present tense of regular and main irregular verbs; present perfect; possessive adjectives; simple and compound prepositions; reflexive verbs; future; imperfect tense; direct and indirect pronouns; introduction to present conditional. Key thematic areas include: Italian food; spare time; travelling; vacations; the family; shopping in Italy; daily routine; habits in the past; Italian festivities; in a hotel.

**Note:** learning experience and activities involving the local community are integral to the program.

### 6-Hour Italian Language Elementary 2 and Intermediate 1

ITL 221 F

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is for those students who already have a basic vocabulary and knowledge of elementary structures of the language. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Key grammatical topics include: review of Elementary 1 level contents; direct, indirect and relative pronouns; impersonal form; possessive adjectives; reflexive verbs; degrees of comparison: adverbs and adjectives; imperfect vs present perfect; introduction to conditional; imperative; irregular nouns; simple future; introduction to subjunctive; past perfect; introduction to passato remoto. Key grammatical topics include: daily routines; holidays; shopping in Italy; family and childhood; marriage in Italy; dietary habits; health and body; future plans; the working world; dwellings. Selected readings.

**Note:** learning experience and activities involving the local community are integral to the program.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 6-Hour Italian Language Intermediate 1 and 2

ITL 222 F

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is directed towards the acquisition of more complex structures to express personal opinions and preferences. By the end of the course students should be able to show a high degree of understanding of complex written and spoken texts and respond appropriately to them, both orally and in writing. Key grammatical topics include: review of previous level contents; past perfect; prepositions; combined, indefinite and interrogative pronouns; present and past conditional; linking words; impersonal forms; forms and use of the subjunctive mood; imperative with pronouns; introduction to passato remoto; infinitive and gerund; degrees of comparison; passive voice; relative pronouns; reported speech (first level). Key thematic areas include: Italian geography; food and cuisine; holidays; driving in Italy; dwellings; health and body; famous Italians; issues of contemporary history, culture and society; local arts and crafts; Italian cinema. Selected readings.

**Note:** learning experience and activities involving the local community are integral to the program

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## 6-Hour Italian Language Intermediate 2 and Advanced 1

ITL 321 F

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course introduces students to contemporary Italian society by exploiting different sources including literature, the media and press. By the end of the course students should be able to understand most TV news and information on current affairs; read contemporary literary prose; write texts about a wide range of subjects; achieve the degree of confidence with the language that makes communication fluid and clear. Key grammatical topics include: consolidation of all past tenses; relative and combined pronouns; past conditional; consolidation of subjunctive mood; future perfect; reported speech (first level); passive voice; conditional clauses; gerund and infinitive; some uses of the impersonal form. Key thematic areas include: foreign words commonly used in Italian; the media world; life in Italian towns; environmental issues; Italian novelists; family today; Italian traditions and festivities. Selected readings of literary works by modern Italian authors.

**Note:** learning experience and activities involving the local community are integral to the program.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 6-Hour Italian Language Advanced 1 and 2

ITL 322 F

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is for students who already have a solid grammatical/lexical basis. By the end of the course students should be able to formulate ideas and opinions with precision and recognize a wide range of idiomatic expressions and colloquialisms, as well as apply register shifts. Key grammatical topics include: consolidation of previous levels; past conditional; subjunctive clauses; conditional clauses; passive forms in contrast; relative pronouns in contrast; impersonal forms; verbs + prepositions; compound nouns; tense agreement with the indicative and the subjunctive moods; trapassato remoto; gerund, infinitive, participle; reported speech (second level). Key thematic areas include: changes in the Italian language and society; typical Italian products; Italian literature, music and cinema; immigration; politics and the media; cultural heritage; environmental issues. Selected readings of literary works by modern Italian authors.

**Note:** learning experience and activities involving the local community are integral to the program

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## ITL - Italian Language 16-Credit Courses

### LEVEL SEQUENCES

#### 16-Hour Italian Elementary 1 and 2, Intermediate 1 and 2

ITL 191-192-291-292 F

Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local

community through interviews, research and fieldtrips. For the description of any single level please see ITL 191, ITL 192, ITL 291 and ITL 292.

### 16-Hour Italian Elementary 2, Intermediate 1 and 2, Advanced 1

ITL 192-291-292-391 F  
Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local community through interviews, research and fieldtrips. For the description of any single level please see ITL 192, ITL 291, ITL 292 and ITL 391.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 16-Hour Italian Intermediate 1 and 2, Advanced 1 and 2

ITL 291-292-391-392 F  
Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local community through interviews, research and fieldtrips. For the description of any single level please see ITL 291, ITL 292, ITL 391 and ITL 392.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 16-Hour Italian Intermediate 2, Advanced 1, 2 and 3

ITL 292-391-392-393 F  
Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local community through interviews, research and fieldtrips. For the description of any single level please see ITL 292, ITL 391, ITL 392 and ITL 393.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## LEVEL DESCRIPTIONS

### 4-Hour Italian Language Elementary 1

ITL 191 F  
Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for absolute beginner students who have never studied Italian before. Its aim is to give the basis of the language, allowing students to face the most common everyday situations by expressing themselves in the present and in the past tense. Key grammatical topics include: definite and indefinite articles; regular and most common irregular verbs in the present tense; modal verbs; most common prepositions; regular and irregular present perfect; direct pronouns; the verb piacere; interrogative pronouns; impersonal form. Key thematic areas include: introducing oneself; at the restaurant; spare time; time, weather, seasons; in town; at the hotel; vacations; shopping for food.

### 4-Hour Italian language Elementary 2

ITL 192 F  
Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for students who already have a basic vocabulary and knowledge of elementary structures of the language. By the end of the course students should be able to communicate in simple and routine tasks requiring an exchange of information on familiar and routine matters, to describe their background, immediate environment and matters related to areas relevant to everyday life. Students will learn new forms to express past actions and future events. Key grammatical topics include: reflexive verbs; possessives; comparatives; imperfect versus present perfect; introduction to conditional; "stare" + gerund; relative pronouns; direct and indirect pronouns. Key thematic areas include: Italian festivities; shopping in Italy; family and childhood; marriage in Italy. Selected readings.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival

### 4-Hour Italian Language Intermediate 1

ITL 291 F  
Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is directed towards the acquisition of more complex structures to express personal opinions and preferences. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Key grammatical topics include: imperative forms; degrees of comparison: adverbs and adjectives; future tense; introduction to subjunctive; combined and relative pronouns; trapassato prossimo; past conditional; intro to passato remoto. Key thematic areas include: dietary habits; health and body; future plans; the working world; dwellings. Selected readings.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival

### 4-Hour Italian language Intermediate 2

ITL 292 F  
Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for students who already have an active knowledge of the main structures of the Italian language. By completing the study of more complex language structures, students will be able to give reasons and explanations for opinions and plans. By the end of the course students should be able to understand the main points of radio and TV programs, newspaper and magazine articles and simple literary passages. Key grammatical topics include: passato remoto and trapassato prossimo; past conditional; consolidation of subjunctive mood; passive form; conditional clauses; implicit forms. Key thematic areas include: Italian society; fashion; immigration in Italy; stereotypes; famous Italians; typical Italian products; Italian music. Selected readings of literary works.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival

## 4-Hour Italian Language Advanced 1

ITL 391 F

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for students who have a solid grammatical/lexical background in Italian and have already completed the study of complex language structures. By the end of the course students should be able to understand most TV news and current affairs programs, contemporary literary prose, write clear texts about a range of subjects including reports, passing information, or giving reasons in support or against a particular point of view. They should be able to interact with a degree of fluency with native speakers to take active part in discussions. Key grammatical topics include: review of the subjunctive, conditional and indicative mood; passive forms in contrast; linking words; articles and prepositions. Key thematic areas include: issues in contemporary Italian arts, history and society; changes in the Italian Language. Literature: selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival

## 4-Hour Italian Language Advanced 2

ITL 392 F

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for those students fluent in Italian. By the end of the course students should be able to understand most TV news and current affairs programs, contemporary literary prose, write clear texts about a wide range of subjects without much effort, interact with high degree of fluency and spontaneity with native speakers. By working with different types of authentic materials and by completing the in-depth grammar review students will achieve a high level of language fluency, they will be able to formulate ideas and opinions with precision, to understand television programs and movies without much effort. Key grammatical topics include: compound and loan words; tense agreement; reported speech; subordinate clauses; more complex impersonal and passive forms; gerund, infinitive, participle. Key thematic areas include: further issues in contemporary Italian arts, history and society. Changes in the Italian Language. Selected readings of literary works by modern and contemporary Italian authors.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival

## 4-Hour Italian Language Advanced 3

ITL 393 F

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for those students already fluent in Italian. By the end of the course students should be able to understand TV programs and movies, literary prose without much effort, write clear texts about a wide range of subjects, express themselves spontaneously. Focus will be on language changes, both from the grammatical and lexical points of view, according to the type of message or the kind of situation they are facing. By the end of the course students will understand the pragmatic functions of important grammatical forms in order to use them in proper situations. By working with different types of authentic materials they will refine their usage of idiomatic expressions. Key grammatical and thematic topics will include: review of advanced grammar structures; analysis of different language styles and registers; issues of Italian civilization and culture. Selected readings of literary works by modern and contemporary Italian authors.

**Prerequisites:** ITL 302 3-Hour Italian Language Advanced 2 or equivalent; placement test upon arrival





**6.3** | Florence  
School of Sciences

## CHM - Chemistry

### General Chemistry I with Laboratory

CHM 135 F  
Cr: 4; Contact hrs: 90

An introduction to the fundamental theories of inorganic chemistry including the structure of atoms, electronic structure, bonding, reactions in aqueous media, gas behavior, intermolecular forces, and properties of solutions. The three-hour weekly laboratory section demonstrates the lecture material and emphasizes laboratory technique, data treatment, and report writing.

**Prerequisites:** MAT 130 Topics in Mathematics for Liberal Arts, or equivalent

### General Chemistry II with Laboratory

CHM 136 F  
Cr: 4; Contact hrs: 90

This course provides an introduction to the principles of physical chemistry (thermodynamics, chemical equilibrium, acid-base chemistry, kinetics and electrochemistry) as well to coordination chemistry. The three-hour weekly laboratory section demonstrates the lecture material and emphasizes laboratory technique, data treatment, and report writing.

**Prerequisites:** Grade of C or higher in CHM 135 General Chemistry I with Laboratory, or equivalent

### Organic Chemistry I with Laboratory

CHM 221 F  
Cr: 4; Contact hrs: 90

This course is the first part of a two-semester introductory sequence to organic chemistry. The course provides a thorough understanding of the relationship between structures, properties, functionalities and resulting reactions of organic compounds. The compounds covered include alkanes, alkenes, alkynes, alkyl halides, alcohols and ethers, which are studied with regards to nomenclature, stereochemistry, stability, reaction mechanism and structural analysis with spectroscopic methods. Accompanying three-hour weekly laboratory provides hands-on experience that consolidates and expands upon theory and concepts learned, with training in relevant techniques such as purification, synthesis and analytical methods.

**Prerequisites:** Grade of C or higher in CHM 135 & 136 General Chemistry I & II with Laboratory, or equivalents

### Organic Chemistry II with Laboratory

CHM 222 F  
Cr: 4; Contact hrs: 90

This course is the second part of a two-semester introductory sequence to organic chemistry. The course provides the extension of the principles of the relationship between structures, properties, functionalities and resulting reactions of organic compounds. The compounds covered include alcohols, ethers, conjugated system, amines, carbonyl derivatives and others. The course focusses on reaction mechanisms, stereochemistry, multiple step synthesis and advanced spectroscopic analytics. Accompanying three-hour weekly laboratory provides hands-on experience that consolidates and expands upon theory and concepts learned, with training in various techniques for separation, synthesis and analysis.

**Prerequisites:** Grade of C or higher in CHM 221 Organic Chemistry I with Laboratory, or equivalent

### Science for Conservators I

CHM 250 F - Dual Listed: RES 250 F  
Cr: 3; Contact hrs: 45

This course will provide conservation students with essential up-to-date tools for a more scientific approach to restoration practice. It will outline the basic concepts of chemistry in order to integrate a more in-depth knowledge of the materials and techniques used in the profession. The course covers the general function of molecules, chemical bonding and chemical equations, with an introduction to the materials found more specifically in frescoes and paintings. Causes of deterioration and the very important aspects of cleaning a work of art will be discussed from a scientific point of view. Topics will also include

solvents, acidity and alkalinity, detergents, and consolidation of porous materials. Some demonstrations of reactions and practical application will be shown to introduce the materials used in conservation more effectively.

### Science for Conservators II

CHM 340 F; Dual listed: RES 340 F  
Cr: 3; Contact hrs: 45

Addresses the scientific concepts and the nature of materials concerning the conservation and restoration of works of art that are needed by practitioners. Topics include the physical and chemical properties of porous materials, synthetic materials, deterioration and consolidation, the nature of dirt, mechanical cleaning, liquids and solutions, organic solvents, cleaning with water, acidity and alkalinity, and cleaning by chemical reaction.

**Prerequisites:** CHM 135-136 General Chemistry I and II with Laboratory, or RES 250 Science for Conservators I, or equivalents

## MAT - Mathematics

### Topics in Mathematics for Liberal Arts

MAT 130 F  
Cr: 3; Contact hrs: 45

This is an elementary course for Liberal Arts majors. It deals with topics emphasizing fundamental ideas of mathematics, selected from set theory, algebra and geometry.

### Finite Mathematics

MAT 140 F  
Cr: 3; Contact hrs: 45

This course covers sets, real numbers, solution of equations, inequalities, functions, and elementary linear algebra. Course intended for students with majors outside science, technology, engineering and mathematics.

**Prerequisites:** MAT 130 Topics in Mathematics for Liberal Arts, or equivalent

### Calculus I

MAT 150 F  
Cr: 3; Contact hrs: 45

This course introduces students to derivatives, minimum and maximum problems, applications to graphing, exponential and logarithm functions, growth and decay, anti-derivatives, definite integrals and areas. Course intended for students with majors outside science, technology, engineering and mathematics, who should take MAT 165 Calculus for Science Majors I.

**Prerequisites:** Precalculus, or equivalent

### The World of Chance: An Introduction to Statistics

MAT 180 F  
Cr: 3; Contact hrs: 45

In this course statistical concepts are introduced through lectures, class discussions, activities and demonstrations. The course will enable students to understand and appraise the use of statistics in their own respective disciplines and to critically access the statistical content of articles in the media and the world in general. Through the use of news articles the course aims to improve the understanding of some of the following topics: study design, graphical methods, descriptive statistics, probability, sampling, correlation, regression, surveys, estimation, testing of hypotheses, problem-solving and decision making. This introduction to statistics employs a method involving direct application and real-world examples.



6.4 | Florence  
School of Creative Arts

## FVM - Film, Video and Multimedia Production

### Digital Filmmaking I

FVM 210 F  
Cr: 3; Contact hrs: 90

The course is based on the script, the language of images, and the figurative and narrative components of the story. Idea, story line, treatment and screenplay will be covered, as well as literary and original screenplays. The different roles of the production team will be analyzed: preparation: casting and work plan; technical means of directing (techniques of cinema / video shooting styles); lighting techniques and rudimental of photography; editing: construction and definition of the film story line; editing methods with digital formats; audio post-production (mixing). The course aims to connect the different stages of production to provide the student with a global view of the expressive power of the media from the creative to the realizable.

### Understanding Movies: Theory and Practice

FVM 215 F; Dual listed: MCT 215 F  
Cr: 3; Contact hrs: 45

Moving images are among the most distinctive innovations and experiences of the last century and remain one of the most enduring. In a media-dependent culture, developing a critical understanding and practical knowledge of this form are vital. This course studies the theory as well as the techniques of filmmaking. It analyzes the ever-evolving cinematic language in terms of both its historical development and its essential elements, techniques and tools. Through the study of stylistic choices and the construction of images and sequences, students learn aesthetic and technical terms, rules, conventions, and social assumptions used to build meaning. In a series of stylistic exercises, students engage in hands-on experience of video shooting.

### Screenwriting

FVM 242 F; Dual listed: COM 242 F; MCT 242 F  
Cr: 3; Contact hrs: 45

The aim of this course is writing for film. Feature-length screenplays demand a specific architecture. Students enter the class with an idea for a film, which can be based on something they experience during their stay in Italy, a memory, a story they heard, a concept based on novel they read, or anything that inspires them. The course is articulated in three parts. 1. Through lectures, workshop discussions and scene work, students explore and develop an understanding of the basic principles of screenwriting. Topics include: style, format, development, geography, image, scene, sequence, plot vs. character, hearing voices. Students develop the subject. 2. Students learn how to build a coherent treatment — a summary of the events and major emotional arcs of the film's three acts. They develop the subject into a treatment. 3. Students complete their feature-length screenplay.

### Digital Filmmaking II

FVM 275 F  
Cr: 3; Contact hrs: 90

The course deals with the three phases of the production of a professional video. The aim of the course is to give students all the necessary means to produce and make a professional video. Phase 1 - Pre-production: a) Structure and analysis of the screenplay; b) Working plan organization of the film and video production. Phase 2 - Production: Set decoration, lighting, shooting, directing. Phase 3 - Post-production: Editing (with up-to-date editing software), sounding, mixing.

**Prerequisites:** FVM 210 Digital Filmmaking I, or equivalent

### Communications Internship: LdM Web TV

FVM 361 F; Dual listed: COM 361 F  
Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Communications. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects

assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary.

The placement is with the LdM Web TV. Interns develop and carry out various activities which may include but are not limited to: script writing, multimedia writing, interviews, research, video work, editing, and website management.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Communications/Journalism/Film majors of junior standing. Fluency in Italian may be advantageous but is not required

## NUH - Nutrition, Culinary Arts and Culture

### The Food of Italy

NUH 160 F  
Cr: 3; Contact hrs: 45

Although characterized by unique and distinctive features, Italian cuisine is still perceived as the result of many different regional culinary traditions that, although merged and diluted over the centuries, still maintain their particular flavors and distinct ingredients. The course focuses on the different aspects of regional food in Italy, from ingredients to recipe preparation and cooking techniques, with particular attention to the following factors: historical origins and developments; climate and environmental conditions; social issues; food production; nutrition; and safety and health. Emphasis will be placed on how food relates to the local lifestyle and culture. Regional economy and local resources will be analyzed and compared. Students will be introduced to the various local products through lectures and class demonstrations.

### Wine and Culture I: Wines of Italy

NUH 170 F  
Cr: 3; Contact hrs: 45

This course investigates Italian wine in the context of the extraordinary history, philosophy, culture and lifestyle of Italy. In this context wine is not only a much-loved drink but forms an essential part of rich cultural traditions extending back to the Etruscans and ancient Romans. From the study of wine we learn about the practices of earlier cultures, about their values and our own, and we gain a unique perspective on Italy today. The course focuses on the distinct traditions and economic, geographic and climatic aspects of each area of Italian wine production. Students explore grape varieties and different techniques used to make wine, and the national and regional classifications. They also subject representative wines to organoleptic analysis (visual, olfactory and gustative). Each wine is studied in terms of its characteristics, history and traditions, and in relationship to the particular foods meant to accompany it.

### Wine and Culture II: Wines of Tuscany

NUH 190 F  
Cr: 3; Contact hrs: 45

This course deals with the different wine areas of Tuscany, focusing on their distinct historical, traditional, economic and geographic aspects. Students will be introduced to wine appreciation by studying the most representative Tuscan wines and comparing them with famous Italian wines. The major grape varieties and wine-making techniques will be presented and each wine will be tasted with a complete organoleptic analysis: visual, olfactory and gustative. Students will also learn how to pair wines with food. Specific information on the marketing of the wine (classification, sale, market) will be also provided. During classes students will visit some of the most famous enoteche in Florence.

## Food and Culture

NUH 198 F; Dual listed: ANT 198 F; CLT 198 F  
Cr: 3; Contact hrs: 45

If “you are what you eat”, just why do you eat the way you do? This course considers the relationships between the multiple meanings of food and the acts of preparing and eating food, and further explores food and personal and social identity. Students will examine why different people make different food choices in their daily lives, why individuals from certain social classes will avoid or esteem particular foods, and in general how food serves as a factor in self-definition. Because a person’s attitude toward food can reveal not just personal identity traits but a whole food ideology, this course will also analyze the role of food in the construction of ethnic identity, in the display of religious beliefs, and in the negotiation of gender roles. Students learn how cultures and values are transmitted and preserved through food. Through personal essays and the interdisciplinary secondary literature, students will be guided to analyze the complex and fascinating relationships between people and food, helping them to understand how cultures (including their own) ultimately determine all human food choices.

## Celebrating Italian Style: Food and Culture in Contemporary Italy

NUH 200 F  
Cr: 3; Contact hrs: 45

This course deals with the relationships between Italian traditions, folklore and contemporary Italian society, for example the links between festivals, food and wines, tourism and today’s Italian economy. Nowadays the image of Italy in the world is tightly connected with the global diffusion and promotion of its leading “Made in Italy” products, among which food and wines are the most important. The land of poor emigrants has become the land of class and style, Italian chefs are as popular as Italian fashion designers, Italian wines feature among the best wines of the world, and Italian recipes have found their way to the world’s most renowned restaurants’ menus. This course will give students the opportunity to discover the reasons for this miracle through a wide range of hands-on cooking lessons, wine and food tasting, field trips and guest lectures.

## Herbs and Spices in Mediterranean Cuisine

NUH 215 F  
Cr: 3; Contact hrs: 45

Herbs and spices have played an essential part in the history of the Mediterranean countries. From their early use in tribal magic and to cure ailments, they came to be studied systematically and dispensed by apothecaries and physicians during the medieval period. Spices arrived from the East brought by the sea merchants, while the Mediterranean’s natural environment offered an abundance and variety of herbs. These combined with the spices were used to preserve and enhance the flavor of foods. Herbs provide us with many different flavors: from the delicate sweetness of angelica to the sour spiciness of sorrel. Utilizing them can be simple as chopping up mint for a sauce and a long drink, or complicated as making one of the herbal liqueurs composing of dozens different herbs. However you employ them, herb and spices can impart a tangy flavor to many meals. Today even the most metropolitan Italians keep fresh herbs within easy reach by growing them at home in gardens or in pots on terraces and in window boxes. Students will not only learn how to use herbs and spices to zest up the simplest of dishes, but also as a salt substitute for a healthier diet. Students will also learn to create and take care of their own home aromatic herb garden. During each lesson, besides the main topic, specific herbs and spices used in Italian and Mediterranean cooking will be studied and dishes will be prepared with them for everyone to taste. Students will be also given information on a) nutritional profiles, b) how different herbs and spices affect the body (benefits, adverse effects etc.), and c) how they can be used as cosmetics, natural remedies, etc.

## Current Trends in Italian Cuisine

NUH 220 F  
Cr: 3; Contact hrs: 45

This course explores major trends in contemporary Italian cuisine that have been emerging in recent decades. These trends, revealed in both everyday and haute cuisine, involve fresh reinterpretations of regional traditions, reevaluation of local products, interest in lighter and healthier diet, and an emphasis on creativity. Driving these trends are such diverse factors as interest in other cuisines, innovations by leading chefs, and especially changes in Italian society and lifestyles. Students learn basic cooking skills as well as some specialized cooking methods and techniques. They discover how to select quality ingredients, and they compare their eating habits with those common in Italy today. Particular focus is given to the following aspects: historical origins and developments of food production, regional dishes, seasonal and environmental conditions, social issues, nutrition, safety and health. In each lesson students learn how to prepare representative recipes, with attention to ingredients, nutritional values, and presentation.

## Mediterranean and Middle Eastern Cuisines

NUH 225 F  
Cr: 3; Contact hrs: 45

Western cuisine owes a lot of its ingredients, foods and methods of cooking to the Middle Eastern trade routes. This course will analyze Middle Eastern cooking and its influence on Italian and Mediterranean cuisines. Students will discover that the roots of pasta, pizza and ice cream, the most well known Italian foods, can be traced through history to the Talmud and the Arab colonies in Sicily. Students will travel virtually through North Africa, the Near Middle East (Turkey, Greece), the Arab World, Israel and Persia to get to know their traditions and something about their history and music and learn to prepare their characteristic dishes. These cuisines all use a variety of herbs and spices which were added not only for taste and aroma, but also for their healing properties. In the first half of the semester topics common to all the countries will be studied, in the second half the specific countries or areas. Particular attention will be given to Mediterranean-vegetarian cuisine. The course aims to supply the main guidelines for recognizing, understanding and interpreting true Mediterranean cuisine.

## Vegetarian Cuisine in Italy

NUH 232 F  
Cr: 3; Contact hrs: 45

This course focuses on the Mediterranean aspect of Italian cuisine. Part of the fascination of Italian food is its incredible diversity. The landscape, the vegetation and the climate all influence regional food products and the cuisine. The Italian diet is for the most part vegetarian, however vegetarianism is not a common lifestyle choice; meat is an important element even though not the main event of the meal.

The aim of the course is to practice traditional recipes from all the regions of Italy and the nearby Mediterranean regions, such as Greece, Morocco, Tunisia, and Turkey: the dishes selected will reflect some classics of Italian vegetarian cuisine.

## Fundamentals of Food Design, Styling and Photography

NUH 234 F; Dual listed: PHO 234 F  
Cr: 3; Contact hrs: 60

Cooking involves not only the preparation but also the presentation of food products. Through this course students learn how to style food and beverages, and how to capture their essence in photography. Students have the opportunity to develop their personal creativity, and learn how to exercise good technical and compositional control. Through lab practice students learn to process, develop and print photographs correctly and to use Photoshop techniques especially pertinent to Food Photography. Food Photography competencies develop include specific lighting techniques, ability to arrange compositions and settings, and visual storytelling. To achieve this, the course grounds students in key theory elements of food design, involving visual and stylistic analysis. May include visits to special culinary venues.

**Note:** each student must be equipped with an SLR digital camera with manual function and with at least one lens.

## Topics in Nutrition: Italian Style Cooking

NUH 240 F

Cr: 3; Contact hrs: 45

In an age of processed foods and widespread adulteration of the environment, the importance of good diet is essential. Appropriate use of eliminative or healing remedies may provide additional influence on dietary metabolism. Healing nutrition provides unique opportunities to convert food into useful nourishment. It gives dietary therapy much added value. By studying the chemical structure of food and its effects on the human body's metabolism, students are introduced to the healthy side of Italian cuisine today, including the practical preparation of healthy dishes. The different food combinations and the way they affect digestion and metabolism will also be analyzed in order to plan a daily healthy diet.

## Italian Food and Culture: Pairing Food & Wine

NUH 245 F

Cr: 3; Contact hrs: 45

Italian cuisine is the result of many different regional culinary traditions that, although merged and diluted over centuries, still maintain their particular flavors and distinct ingredients. Thanks in recent years to a greater availability of wines from different regions, the pairing of food and wine, always a traditional aspect of Italian cuisine, has become more important in the organization of a menu and the presentation of a meal. In this course the various ways of pairing Italian food and wine will be analyzed and used for menu planning. This involves research into aspects of both wine and food, with special emphasis on classification and technical terminology, nutritional and health issues, chemical composition, sensory and other evaluation techniques, as well as cooking skills that will be practiced regularly in class. Not suitable for vegetarians.

## The Science of Food, Health and Wellbeing

NUH 249 F

Cr: 3; Contact hrs: 45

The primary focus of this course is to analyze the biological properties of the body and the effects that foods have on it. Students learn the basics of nutrition (proteins, vitamins, minerals, antioxidants, natural supplements), including how the phytochemicals and nutrients of foods can improve health, and they will study habits, programs and dietary regimens for healthy living. Nutritional healing and wider questions of well-being are also addressed. Includes hands-on preparation of healthy dishes.

## Italian Cuisine: History and Practice

NUH 250 F

Cr: 3; Contact hrs: 45

This is a study of the evolution of food in Italy, starting from ancient Roman times, continuing through the Middle Ages and the Renaissance, up to modern times. Students will look at the sumptuous ancient Roman table, the simple cuisine of the medieval monasteries and the spectacular feasts of the courts. Food will be examined in the historical context of each period and in relation to the society and culture of the times. The economic prosperity and cultural vitality of the Renaissance are explored through gastronomy: natural and sophisticated tastes, culinary skills, famous cooks and their innovative recipes, table settings and the code of manners. Particular attention will be paid to the important role of Caterina de' Medici in exporting Tuscan cuisine to France and how it developed there. In Italy, as nowhere else, ancient culinary traditions have persisted. Italians still prepare and eat foods almost as they did in the fifteenth century. Students work with original recipes from past culinary treatises, sometimes discovering ancient tastes (herbs, spices, sauces), but most of the time adapting old techniques to new circumstances and ingredients. So many ancient customs have endured for such a long time. This is one of the most fascinating aspects of Italian cultural history. This course is about original Italian cuisine and its timeless qualities.

## Wine Business and Marketing

NUH 252 F; Dual listed: BUS 252 F

Cr: 3; Contact hrs: 45

This course explores the business and marketing of wine, with special focus on U.S. markets. Wine trade and consumption in

the US have constantly increased in recent years. If until the early 1990's wine consumption was concentrated in a few major states, today wine is consumed by a large part of the entire US population. Italian wine, counting for 30% of U.S. wine imports, is a major part of this economic and cultural scenario. In addition, new wine markets have emerged worldwide. This growing interest has strengthened the role of traditional key players of the wine trade such as importers, distributors, wholesalers, retailers, while helping to create new professional figures such as wine writers, wine club managers, and event promoters. In this course students learn skills that help equip them to take on such roles. Given the notable diversity and quality of Italian wines, students examine issues of sourcing, shipment chains and trading channels, and market impact. The course includes business simulations, and students produce a start-up or marketing project.

**Prerequisites:** BUS 130 Introduction to Business, or BUS 150 Introduction to Marketing, or equivalents

## Italian Food for Festivals and Festivities

NUH 255 F

Cr: 3; Contact hrs: 45

In Italy food is a fundamental element of every festivity. In every region, all year round, each festa or sagra features delicious dishes, whether the event is held in honor of a saint, of a religious or secular festivity or in the spirit of the famous Italian joie de vivre. In this course all the main festivities will be analyzed through their history, religious or secular importance, and through the role they play in the local culture. All the various aspects of the Italian lifestyle will be introduced, together with the cuisine and the rituals associated with them: customs, celebrations, table manners, social gatherings and their evolution throughout the centuries. The aim of the course is to teach students to make traditional and ritual recipes of Italy: the selection of dishes reflects what is really popular in Italy and concentrates on the classics of Italian cuisine (fresh pasta, risotto, meat sauce etc.) that students can reproduce at home. Traditional food products will be also introduced, through class demonstrations and tasting.

## Jewish-Italian Cooking Traditions

NUH 260 F

Cr: 3; Contact hrs: 45

The importance of the Jewish influence on certain elements of the Italian traditions in cooking and serving food is an often neglected chapter in the splendid history of Italian cuisine. The relationship between Jewish cooking traditions and the different regional Italian traditions is a rich case study because of the peculiar characteristics of such encounters. Whereas Arabs, Greeks and others have dominated a specific area of Italy at certain times, imposing their traditions and integrating them with local habits, the very ancient Jewish presence in Italy has touched almost all Italian regions and has left its mark in diverse ways. Very often the cuisine of the Italian Jews was the result of an adaptation of local ingredients and techniques to the religious restrictions of the community. At the same time, some characteristic elements of the home cuisine of migrating Jewish communities (for example from Spain or Germany) were carried to Italy and integrated into this complex culinary and cultural mixture. The purpose of this course is to analyze in a detailed way the interrelations that contributed to the birth of a Jewish-Italian cuisine and its social, economic and historical implications.

## Co(ok)quinarius: Ancient Sources of Italian Cuisine

NUH 264 F; Dual listed: CLA 264 F; ANT 264 F

Cr: 3; Contact hrs: 45

Co(ok)quinarius, which takes place also within the fascinating context of the Florentine Central Food Market, explores the main elements of ancient Mediterranean food culture as the forerunner of modern Italian cuisine. Following the guidelines of the Experimental Archaeology students learn to understand, prepare, taste, and evaluate ancient Etruscan, Greek, Roman as well as Near Eastern dishes within their social dimensions and cultural perspective. Starting from the distinction between consumption of food and use of food, students explore Etruscan, Greek and Roman culinary traditions. Topics include the meanings of food, its social dimensions, the history of

specific commodities; everyday eating habits and etiquette; rituals and taboos. This knowledge permits the class to accurately understand, recreate, cook, and taste ancient recipes. During interactive lessons students will improve their practical skills, learn how to prepare different recipes, and develop their knowledge of both the theory and practice of food anthropology. The key of the analysis is the Food Sign, a specially-developed tool with two inseparable sides: anthropological meaning and gastronomy. This instrument helps to show that in Antiquity any given dish wasn't a mere result of a recipe to prepare food in a particular way as part of a meal, but was inevitably linked to sacral and social meanings. Students will be able to recognize and appreciate ancient traditions and to link them to modern cuisine (when a particular tradition has continued) and interests.

## Sustainable Food

NUH 280 F; Dual listed: ENV 280 F  
Cr: 3; Contact hrs: 45

This course explores food and gastronomy in the light of environmental preservation, sustainable agricultural practices, the conservation of biological and culinary diversity and global justice. Drawing on a multi-disciplinary perspective which brings together academic research and the traditional knowledge of farmers and producers, students will explore the complexity of food and food systems through an analysis of their nutritional, social, and environmental aspects. They will be encouraged to reflect on the sustainable food movement in a holistic manner, and to question the roles of individuals and consumers in today's global food system.

## Food and Wine Product Retailing Internship

NUH 361 F  
Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Food and Wine Product Retailing. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is with an established international retail chain of traditional Italian food products. Interns develop and carry out various activities which may include but are not limited to: promoting an in-depth understanding of high-quality food and drink culture; guiding visitors through the history and philosophy of sustainable food; implementing the communication strategies through social networking. The internship provides students with practical experience in the field of cultural mediation and food and wine education, through training on the agricultural production of the products.

**Note:** placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, writing sample. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term and an Italian language placement test. Fluency in Italian is advantageous.

**Prerequisites:** 1) Hospitality / Nutrition / Tourism majors of junior standing; 2) Elementary Italian 2 completed (ITL 102 level) and concurrent enrolment in an Italian class. Exceptional English (written/spoken) required. Recommended: social networking experience

## PDM - Painting, Drawing and Mixed Media

### Principles of Drawing and Composition

PDM 130 F  
Cr: 3; Contact hrs: 60

This course will teach the basic techniques of figure and object drawing. The program is designed to introduce the fundamental principles and elements of drawing using charcoal, pencil and various other media, such as red chalk. Each lesson has a

specific aim and forms part of a progressive buildup of skills through observation with a series of exercises. Still life, human figure, architecture and nature will be investigated as subject matter and perspective will be analyzed in depth. Reference to the exceptional works of art in the city of Florence will be investigated and analyzed as an integral part of the course. The aim of the course is to develop basic skills and a better understanding and knowledge of drawing, and to encourage further studies.

### Foundation Oil Painting

PDM 140 F  
Cr: 3; Contact hrs: 90

This course is an introduction to the traditional techniques of oil painting for beginning students or students with no previous training in Fine Arts. The course deals with the most fundamental principles and elements of still-life painting, with emphasis on perception and buildup of form, tone, and color on a two-dimensional surface, as well as studies of perspective and composition. Each lesson has a specific aim and forms part of a progressive buildup of skills through observation with a series of exercises in highly structured lessons, including the theory of color, supplemented by practical demonstrations. Exceptional works of art in the city of Florence will be referenced and analyzed as an integral part of the course. The aim of the course is for students to learn basic oil painting techniques.

### Foundation Oil Painting (Summer only)

PDM 141 F  
Cr: 3; Contact hrs: 60

This course is an introduction to the traditional techniques of oil painting for beginning students or students with no previous training in Fine Arts. The course deals with the most fundamental principles and elements of still-life painting, with an emphasis on the perception and build up of form, tone, and color on a two-dimensional surface. Exercises are introduced to students in highly structured lessons, including the theory of color, supplemented by practical demonstrations. Reference to the exceptional works of art in the city of Florence will be investigated and analyzed as an integral part of the course. The aim of the course is for students to learn the basic knowledge of oil painting techniques as well as to discover their personal brush stroke, favorite colors, and the ability to personalize one's composition.

### Expanding Creativity

PDM 150 F; Dual listed: PER 150 F; PHO 150 F; SCU 150 F  
Cr: 3; Contact hrs: 45

Problem solving in the field of fine arts is coupling inspiration with practical solutions. Viewing the situation with an artistic eye, whether it be in drawing, painting, sculpture, graphic design, music or writing, the creator of the work must discover how to "put the line where he/she wants it to go", using his/her talents to realize in a tangible form what he/she envisions in his/her imagination. The primary goal of this class will be for students to learn to express their true selves while transforming media in an artistic and mindful way. Students will learn to expand their thinking into areas of art other than their present chosen media. Since the class is made up of students from various artistic experiences, there is a wide variety of outlooks to broaden perspectives.

### Digital Sketchbook

PDM 165 F; Dual listed: GRA 165 F  
Cr: 3; Contact hrs: 90

In this course students combine traditional and digital media. In drawing sessions in various locations in the historic center of Florence, students learn basic drawing concepts, followed by one-on-one instruction with the instructor to create drawings suitable for the computer lab sessions. These manual drawing sessions focus on creating three-dimensional space through the use of linear perspective and construction of complex forms using simple volumes, on the drawing of the sculpted and live human figure, and on creating balanced and interesting compositions. In the computer sessions students learn to scan selected drawings from the city drawing sessions and paint them digitally using Photoshop. Students explore painting concepts applicable to both traditional and digital painting

and the most relevant and useful Photoshop functions. In the course students create multiple versions of each painting (for example, day and night versions of one scene). Projects include painting a set of images using gouache, and developing and modifying with Photoshop one or more of their traditionally painted images. In this way students discover benefits and drawbacks of the traditional and graphic approaches.

### Pastel Techniques

PDM 170 F  
Cr: 3; Contact hrs: 60

This course introduces students to the various pastel techniques: such as chalk, wax, watercolor, stabilo soft and stabilo tone. Various color theory exercises will be investigated. Students are also introduced to the various artists who have used pastel techniques as their chosen medium. Also, reference to the exceptional works of art in the city of Florence will be analyzed as an integral part of the course. The course includes subjects from still-life to models.

**Prerequisites:** PDM 130 Principles of Drawing and Composition, or equivalent

### Fine Art Mosaics

PDM 180 F  
Cr: 3; Contact hrs: 90

This course covers the various techniques of stone and glass mosaics (for example Pompeian, Venetian and contemporary). The students will create projects and decoration of architectural illusion, panels, and scenographic design. Students will become proficient in the various stages of building up traditional mosaics. Reference to the exceptional Italian mosaic works of art will be investigated and analyzed as an integral part of the course.

### Florence Sketchbook - Beginning

PDM 183 F  
Cr: 3; Contact hrs: 60

In this course students develop basic observation, drawing and watercolor skills in a refreshing way. Students keep a series of sketchbooks and develop finished drawing projects from them. After initial training in fundamental drawing techniques for pencil, pen and other media, the course is dedicated principally to sketching outdoors in the city and environs. Students develop ability in representing a variety of subjects, including the human form, architecture, and landscape. Exploiting the advantages of the site, students explore such themes as historical monuments, street life, and formal gardens. They encounter art of the past, including efforts to sketch the same or similar topics. The course equips students to efficiently capture impressions by drawing in various media at various rates and scales, keeping annotations, ideas, sketches, and analyses of artwork in a journal, and developing personal interests. Students explore the monuments and vibrant street life of Florence, and observe numerous buildings, outdoor sculptures and squares that form part of the outstanding and entrancing artistic heritage of medieval and Renaissance Florence.

### Fundamentals of Art and Design:

#### Color Theory

PDM 190 F  
Cr: 3; Contact hrs: 60

This course concerns the analysis and theory of colors. Students will study harmony and contrast of colors: pure colors, light and dark colors (chiaroscuro), hot and cold colors, complementary colors, simultaneous contrast, quality contrast and quantity contrast. The course will study the relationship between form and color, and how colors relate to space and composition, as well as the perception and chromatic balance: the illusion of color. It will also analyze the expressive force of colors as an essential element in the creative process. Learning to develop an eye for color through experience and trial and error; seeing the action of a color and feeling the relationships between colors will be achieved through practical exercises based on various color theory criteria. Investigation of nature, master artists' works, city life and architecture, and works of master artists will help to discover how colored light and shadow are perceived through the relationship between the "eye," "experience" and "color theory."

### Comic Art

PDM 220 F; Dual listed: GRA 220 F  
Cr: 3; Contact hrs: 60

In this course students learn how to write with pictures and as the final project create their own complete comic book. Students will learn how to write, draw and digitally color their story. The course first looks at the art of telling stories. Visits to various historical locations help to reveal how stories have been told in the past through images. Lessons train students to apply basic drawing concepts, linear perspective, coloring and composition to the art of comics. Teaching one-on-one, the instructor takes students through the entire process of making comics, including the creation of pages suitable for painting in the computer lab sessions. All successful comic artists share a grasp of effective body language and facial expression, and the ability to create a rich and believable world inhabited by convincing characters. The vast diversity of comics styles and genres, including the graphic novel, will be presented and each student will be lead to work within those that are most suitable. The project emerges from students' close understanding of these and other specific elements and tools.

### Florence Sketchbook - Intermediate

PDM 230 F  
Cr: 3; Contact hrs: 60

This course consists of gathering research in the traditional form of sketching from the museums, streets, and environments of Florence as artists have done for centuries. This includes sketches taking inspiration from sculptures, paintings, architecture, formal gardens and squares, as well as drawing from life in streets and markets, with an in-depth study of foreshortening and perspective. Students will be encouraged to write annotations and observations as well as to investigate their areas of interest. Students gain firsthand knowledge of original works by direct observation in situ, learn drawing and painting skills in a refreshing way, and learn to create sketchbooks that may serve as source material for future projects.

**Prerequisites:** PDM 130 Principles of Drawing and Composition, or equivalent

### Sketchbook Workshop (Summer only)

PDM 240 F  
Cr: 6; Contact hrs: 90

This special summer course takes place in Florence (three weeks) and in another inspiring setting in Italy (one week). It offers training and guided practice in drawing and watercolor techniques, with scope for extended work in techniques of preference. In Florence, activities unfold in classrooms, museums and the city, and they include working from sculptures, paintings, architecture, formal gardens, as well as drawing from street and market life. In the second location students sketch entirely in the field with a focus on a distinctive landscape or cityscape. Typically this week takes place in the countryside and students stay in a converted farmhouse or agriturismo. Students study the culture, history and art history of both locations, as well as the development of traditional techniques and the practice of sketching itself. One course goal is to learn to use the sketchbook well as an artistic record and tool.

### Watercolor and Tempera/Gouache

PDM 255 F  
Cr: 3; Contact hrs: 90

This course is a study of two-dimensional watercolor and tempera/gouache media and materials with importance on traditional concepts, form and imagery. Transparent and opaque techniques will be analyzed. Emphasis is on creative interpretation, from observation of the figure, object composition, nature and open air painting. Form, value, line, and proportions will be studied as means of determining space, shape, volume, and composition. Various problems will be given aimed at stimulating individual response and creativity. Emphasis will be put on technical proficiency and creative expression. Reference to the exceptional works of art in the city of Florence will be investigated and analyzed as an integral part of the course.

**Prerequisites:** PDM 130 Principles of Drawing and Composition, or equivalent

## Intermediate Drawing

PDM 260 F  
Cr: 3; Contact hrs: 60

This is a course for students wishing to improve the basic techniques of object drawing and human figure drawing. Students will work on figure and object drawing with emphasis on the structure and anatomy of the human body and analysis of the relationship between individual elements in the composition. The figure in space will be thoroughly investigated so as to assist the students in examining reality through his/her personal observation and perception on the page. Analyses of various mark-making techniques using diverse materials (charcoal, pencils, red chalk, ink) will be an integral part of this course. Exceptional works of art in the city of Florence will be referenced and investigated.

**Prerequisites:** PDM 130 Principles of Drawing and Composition, or equivalent

## Intermediate Painting

PDM 270 F  
Cr: 3; Contact hrs: 90

The course is structured for students who have already attended the foundation-level course or have a similar background in painting. It takes students into further studies of oil painting techniques and methods. Focus is on the human figure as well as object painting using a number of different approaches to life painting. Some of the most essential techniques of oil painting are covered to provide students with a sound foundation preparing them for more ambitious work. Emphasis is on color mixing, handling of brush strokes, glazing and scumbling, as well as traditional canvas preparation. Exceptional works of art in the city of Florence will be investigated and analyzed as an integral part of the course. The goal is to provide students with an understanding of the most essential elements in life painting.

**Prerequisites:** PDM 140 Foundation Oil Painting, or equivalent

## Intermediate Painting (Summer only)

PDM 271 F  
Cr: 3; Contact hrs: 60

The course is structured for students who have already attended the foundation level course or have a similar background in painting. It takes students into further studies in oil and will introduce the technique and methods of acrylic painting. Focus is on the nude as well as object painting using a number of different approaches to life painting. Some of the most essential techniques of oil and acrylic painting are covered to provide students with a sound foundation preparing them for more ambitious work. Emphasis is on color mixing, handling of brush strokes, glazing and scumbling, as well as traditional canvas preparation. Reference to the exceptional works of art in the city of Florence will be investigated and analyzed as an integral part of the course. The goal is to provide students with an understanding of the most essential elements in life painting.

**Prerequisites:** PDM 140 Foundation Oil Painting, or equivalent

## Mixed Media & Assemblage

PDM 281 F  
Cr: 3; Contact hrs: 90

The course consists of developing mixed media works as well as assemblage installation works that allow students to create new process artworks and to work with everyday & natural materials, "ready made" objects and images which are often chosen for their "evocative" qualities. The course will be organized in five different sections beginning with the study of Tactile and Multiple surfaces, image and text, the appropriated, the expanded picture plane and it will conclude with the multi-dimensional image. Students will study textures, colors, forms, patterns, layers and objects interlaced in meaning that are to be presented as one mixed media work, when on flat surfaces and/or mixed media assemblage installations, when including sculptural, concept driven forms. Techniques related to the history of Dada and beyond in Europe such as: collage, frottage, photomontage, as well as more Contemporary techniques such as image transfers and décollage techniques will be discussed and implemented in the studio, along with the incorporation of the ready made objects. Emphasis on the sculptural components

of the mixed media assemblage installations will be placed on the conceptual rather than on form. Different relationships between meaning and context will be evaluated along with the Contemporary needs of artists seeking expression in mixed-media works, identified as assemblage installation work. No video or lighting media will be included in this course. Students will explore the use of distinct visual art media and elaborate works that combine these media in order to express a concept.

**Prerequisites:** Fine Arts majors of junior standing

## Contemporary Painting: Materials and Techniques

PDM 300 F  
Cr: 3; Contact hrs: 90

In this studio course students explore and apply a variety of techniques employed in contemporary painting in order to better understand contemporary art, to realize the close relation dialogue between the use of materials and artistic expression, and to deepen their visual communication. Projects relate to the works of a range of artists. Study of each artist's technique and use of materials leads to active demonstrations and the execution of specific class and individual projects involving special materials and choices. Students also maintain a sketchbook as a tool for developing the creative process and research. The course investigates the use of traditional two-dimensional media such as oil and acrylic paints, graphite pencils and charcoal sticks, integrated with non-traditional materials such as glue, straw, enamel paints, sand, textile scraps, stitched-up cloth, metal sheets, varnish, and plaster. A certain emphasis is given to non-traditional materials and applications. Among the Italian and international artists analyzed in terms of materials, conception, perception and artistic movement are: Enrico Baj, Alberto Burri, Gianni Dova, Jean Fautrier, Lucio Fontana, Nancy Graves, Hans Hoffman, Helen Frankenthaler, Anselm Kiefer, Jackson Pollock, Antoni Tapies, Mark Tobey and Cy Twombly.

**Prerequisites:** PDM 270 Intermediate Painting, or equivalent

## New Genres: Intermedia Arts Exploration

PDM 305 F  
Cr: 3; Contact hrs: 45

This course is designed to guide students through work that explores new tendencies in contemporary art and numerous ways to explore one's own creative voice. In this course the content of the work will take the front seat in order to bring a refined understanding of how an idea can shift through the application of various mediums. The mediums of sound, installation, performance and video will be explored within their historic contexts and through the student's development of numerous projects in each area. A series of prompts will be presented to the students during each class session in order to stimulate a personalized project development. Alternative modes of critique and evaluation will be undertaken individually, by peers, and in groups. Collaboration and its role in contemporary art will be discussed in order to stimulate new sources of inspiration. Encounters with everyday non-art production and artisan techniques will be elaborated in order to expand upon common notions of art. Developing a sense of an active role of the viewer will force each student to think beyond art-for-self mind states.

**Prerequisites:** Fine Arts / Performing Arts / Photography / Video majors of junior standing

## Advanced Drawing I: Observation and Interpretation

PDM 340 F  
Cr: 3; Contact hrs: 90

This course is designed for those students who need to consolidate their knowledge and understanding of the main drawing techniques, such as charcoal, pencils, red chalk, ink and want to experiment different techniques with the use of color, such as pastels and mixed media. It is designed for students who have a mature understanding and practical application of figure and object drawing. All the techniques learned and used in the previous courses will be further elaborated in order to move on to more ambitious problems in drawing. Students will depart from direct observation in the first part of the course,

moving onto more personal ideas and concepts which focus on individual means of expression, in the second part. Projects and highly structured exercises will be given. Reference to the exceptional works of art inside and outside the city of Florence will be investigated and analyzed as an integral part of the course.

**Prerequisites:** PDM 260 Intermediate Drawing, or equivalent

### Advanced Painting I: Observation and Interpretation

PDM 350 F  
Cr: 3; Contact hrs: 90

The emphasis of this course is on furthering students' knowledge and practice of the traditional techniques of oil painting through figurative and/or object work, in order to refine and improve the quality of work previously achieved. In addition, students will be introduced to different painting techniques, such as acrylic. Students will depart from direct observation in the first part of the course, moving onto more personal ideas and concepts which focus on individual means of expression, in the second part. The course focuses on subtleties within the techniques of oil painting and encourages personal expression in the work. Various exercises and projects allow students to approach elements pertaining to color and composition, and others pertaining to technical experimentation, such as glazing, impasto and painting mediums. At the end of the course students will work on a personal project in order to prepare them for more advanced work. Exceptional works of art inside and outside the city of Florence will be investigated and analyzed as an integral part of the course.

**Prerequisites:** PDM 270 Intermediate Painting, or equivalent

### The Making of an Exhibition

PDM 385 F  
Cr: 3; Contact hrs: 45

The purpose of this course is to provide students with first-hand experience in preparing and organizing all aspects that go into the making of an art exhibition. From development of artwork to exhibition day, students will learn the steps required to participate in an art exhibition, including writing an artist's biography & statement, developing exhibition invitations, cataloguing, labeling and pricing their artworks. The art projects made within the course must conceptually derive from the given theme for the group exhibition, which is to be defined at the beginning of the semester. The projects developed must be discussed and previously approved by the professor; these may include a variety of media, such as paintings, drawings & mixed media installations. Students will have the possibility to meet and discuss contemporary art world realities with gallery managers and professional artists during scheduled visits and lectures. The course will also provide students the opportunity to exchange ideas and work together with students from the graphic design, and art history departments.

**Prerequisites:** Fine Arts majors of junior standing

### Advanced Drawing II

PDM 390 F  
Cr: 3; Contact hrs: 90

This course requires a high proficiency in figure and object drawing as well as a sound understanding of all the principles and elements of drawing. It aims to start to play with prior knowledge of drawing, through exercises that deeply explore and question acquired concepts and approaches of traditional drawing, with strong emphasis on the technical quality of the work. It encourages a personal approach to the work by allowing for the possibility to explore individual concepts and themes in the execution of several projects. The aim is to work toward greater personal expression through more complex problems in drawing, so as to achieve a high-quality result. Exceptional works of art inside and outside the city of Florence will be investigated and analyzed as an integral part of the course.

**Prerequisites:** PDM 340 Advanced Drawing I: Observation and Interpretation, or equivalent

### Advanced Painting II

PDM 392 F  
Cr: 3; Contact hrs: 90

This course is designed for students who have had considerable experience in painting and who wish to deal with individual projects focusing on original and personal issues, with strong emphasis on the technical quality of the work. Technical work is furthered in relation to the requirements of the project. Painting projects may take the form of a series of works, of various sizes, using mixed media. Students work on a more personal level in order to find their own form, means of expression and originality. The perception of the world through observation and experience will be translated into a personal visual language. Students engage with a high technical level of painting, with focus on color, form, composition and surface investigation using and exploring various materials and techniques. Encouraging an individual approach to the work along with a finer knowledge of the aesthetic construction of a painting, each student will be able to communicate his/her personal ideas into a more refined and complete body of painted works. Exceptional works of art inside and outside the city of Florence will be investigated and analyzed as an integral part of the course.

**Prerequisites:** PDM 350 Advanced Painting I: Observation and Interpretation, or equivalent

### Major Project in Fine Arts

PDM 420 F  
Cr: 3; Contact hrs: 60

Students will be guided and advised through successive stages of an art project of their choice, from conceiving the idea to researching and realizing the project, which will form part of the end of year art show. In small groups and individually students will have the advice of lecturers, but the emphasis of this course is upon independent learning and the skills associated with it, including the capacity to reflect critically on artistic production. The course is broadly divided into two phases: the first phase is focused on research and experimentation and the second phase on production and exhibition.

**Prerequisites:** Fine Arts majors of senior standing

## PER – Performing Arts

### Introduction to Modern Dance

PER 142 F  
Cr: 3; Contact hrs: 45

In this introductory course students study elementary modern dance techniques. Emphasis is on alignment, movement through space, and the use of body weight, while a range of movement qualities are developed.

### Introduction to Ballet

PER 143 F  
Cr: 3; Contact hrs: 45

A basic course that introduces students to the study of ballet's main concepts: correct body placement, basic positions of feet and arms, and preparation with both floor exercises and the barre. All exercises aim to shape the body into a beautiful and graceful form in order to enhance the student's expressive capacity. In addition to practical classes, students will learn the history of ballet and its evolution up to the present day.

### Expanding Creativity

PER 150 F; Dual listed: PDM 150 F; PHO 150 F; SCU 150 F  
Cr: 3; Contact hrs: 45

Problem solving in the field of fine arts is coupling inspiration with practical solutions. Viewing the situation with an artistic eye, whether it be in drawing, painting, sculpture, graphic design, music or writing, the creator of the work must discover how to "put the line where he/she wants it to go", using his/her talents to realize in a tangible form what he/she envisions in his/her imagination. The primary goal of this class will be for students to learn to express their true selves while transforming media in an artistic and mindful way. Students will learn to expand their thinking into areas of art other than their present chosen media. Since the class is made up of students from

various artistic experiences, there is a wide variety of outlooks to broaden perspectives.

## Flamenco

PER 200 F  
Cr: 3; Contact hrs: 45

The course will cover two aspects. 1) Practical lessons on basic techniques, body posture, vueltas (turns), and zapateado (stamping of feet) plus coordination of arms and feet. Students will study the precise structure of the different rhythms, starting with Tango, the easiest Flamenco rhythms, moving on to more irregular rhythms, like slow soleares, medium alegria and the fast bulerías. The basic choreographic concepts given by the instructor will allow students to improvise and create their own choreography. 2) Historical evolution of Flamenco, from its origins up to the present day.

## Introduction to Acting

PER 205 F; Dual listed: MCT 205 F  
Cr: 3; Contact hrs: 60

This course develops the skills and individual creative potential of students in expressing themselves in a theatrical context before an audience. Students learn the capacity to connect to the imaginary life of a character, and a series of techniques to act effectively in public. Course activities include a range of exercises, script analysis, and a performance in a public space (not necessarily a theatre). The course starts with observation and the relaxation of muscular tension, and goes on to the creation of a bridge between body and imagination, activating the senses through a series of improvisations. In analyzing the script, students learn to understand the meaning of "actions" and to find the script's super-objective. Students will perform a specially selected "dramatic" story, which may be comedic, and which is either an adaptation of a published contemporary play, or else an original piece developed as a series of improvisations from on a novel or short story, under the teacher/director's guidance.

## Body Language and Communication Techniques

PER 212 F; Dual listed: COM 212 F  
Cr: 3; Contact hrs: 45

This course teaches students to use the body to achieve greater professional and social success by increasing the relational and communication capacities of every student, preparing them to enter the working world. The training is aimed at acquiring transversal expertise linked to communication, verbal and non verbal, working in groups, motivation, and body language control. The "learning by doing" methodology is very practical and involves the student in a pro-active way, through exercises and improvisation, testing individual attitudes and personal capacities. Neutral mask and participative and creative techniques will be employed, from a theatrical approach to non verbal communication, team building, self-presentation, body language exercises, movement, and motivation, guiding each student to discover his or her strengths, and to better identify the working path coherent with individual expectations and capacities.

## Intermediate Modern Dance

PER 242 F  
Cr: 3; Contact hrs: 45

This course focuses on building students' musicality and performance skills by exploring modern dance as an art form and as a means of expression. With respect to the introductory level, techniques are reinforced and expanded. The course reflects on the historical development of modern dance and modern music and it emphasizes a broader dance vocabulary as well as more complex dance combinations. Attention is also given to analysis of a range of different modern and contemporary styles (Graham, Cunningham, Orton) through video projections and viewing of live performances by professional dancers, and the execution by students of more elaborate choreographies.

**Prerequisites:** PER 142 F Introduction to Modern Dance

## Renaissance Historical Dance

PER 270 F  
Cr: 3; Contact hrs: 45

The course introduces students to the different dance styles during the Renaissance, including a practical approach to body posture. The course presents the origins as well as the historical and social value of dance in the different social classes during the 15th century. It also offers a practical approach to using steps, gesture, and movements of 15th century dances to express feelings. A general historical overview will be covered by explaining the main differences among the various dance styles.

## Intermediate Ballet

PER 300 F  
Cr: 3; Contact hrs: 45

This course is for students who already have a basic knowledge of the studies listed in the elementary level course. In the intermediate level, barre and center exercises are more detailed, complex and intensive. This course also includes adagio exercises, turn outs, jumps and point study. Studies on the history of ballet with a special look at the Romantic period will be included.

**Prerequisites:** PER 143 Introduction to Ballet, or equivalent

## PHO - Photography

### Introduction to Classic Photography

PHO 120 F  
Cr: 3; Contact hrs: 90

The course provides a basic approach to how the photographic analog camera works, while examining the technical aspects of developing and printing a photographic (black and white) film. Through technical and conceptual assignments, the student is expected to gain confidence in how to use the photographic medium in a creative and expressive way. In the final part of the course, the student develops personal ideas into an individual project. The aim is to impart a working vocabulary of basic photography, in order to allow the student to become familiar with the technical aspects of the photographic camera, as the main tool in converting visual and personal expression into photographic pictures. All basic black and white printing techniques and some basic digital post-production techniques will be covered. In the course students acquire confidence in knowing how to use their camera well, increased technical control of the medium, and develop a more critical eye. This course is 80% film and darkroom and 20% digital.

**Note:** each student must be equipped with an SLR film camera with manual function and with at least one lens.

### Introduction to Classic Photography (Summer only)

PHO 121 F  
Cr: 3; Contact hrs: 60

The course provides a basic approach to how the photographic analog camera works, while examining the technical aspects of developing and printing a photographic (black and white) film. Through technical and conceptual assignments, the student is expected to gain confidence in how to use the photographic medium in a creative and expressive way. In the final part of the course, the student develops personal ideas into an individual project. The aim is to impart a working vocabulary of basic photography, in order to allow the student to become familiar with the technical aspects of the photographic camera, as the main tool in converting visual and personal expression into photographic pictures. All basic black and white printing techniques and some basic digital post-production techniques will be covered. In the course students acquire confidence in knowing how to use their camera well, increased technical control of the medium, and develop a more critical eye. This course is 80% film and darkroom and 20% digital.

**Note:** each student must be equipped with an SLR film camera with manual function and with at least one lens.

## Introduction to Digital Photography

PHO 130 F  
Cr: 3; Contact hrs: 90

The course provides a basic approach to how the photographic digital camera works. Students gain a broad knowledge of the history of photography and an appreciation of aesthetic concerns that enable them to express themselves in a more cohesive and creative manner. Basic classic photography skills including an understanding of focal length, aperture, shutter speed, composition, and quality of light are integrated with techniques specific to digital capture and the manipulation of images in Photoshop. Photoshop software is used to process and print photographic imagery. During the semester specific assignments help students to learn all basic digital techniques. In the course students acquire confidence in knowing how to use their camera well, increased technical control of the medium, and a more critical eye. At the Florence site only this course is 80% digital and 20% film and darkroom, with some basic black and white developing and printing techniques.

**Note:** each student must be equipped with an SLR digital camera with manual function and with at least one lens.

## Introduction to Digital Photography (Summer only)

PHO 131 F  
Cr: 3; Contact hrs: 60

The course provides a basic approach to how the photographic digital camera works. Students gain a broad knowledge of the history of photography and an appreciation of aesthetic concerns that enable them to express themselves in a more cohesive and creative manner. Basic classic photography skills including an understanding of focal length, aperture, shutter speed, composition, and quality of light are integrated with techniques specific to digital capture and the manipulation of images in Photoshop. Photoshop software is used to process and print photographic imagery. During the term specific assignments help students to learn all basic digital techniques. In the course students acquire confidence in knowing how to use their camera well, increased technical control of the medium, and a more critical eye. At the Florence site only this course is 80% digital and 20% film and darkroom, with some basic black and white developing and printing techniques.

**Note:** each student must be equipped with an SLR digital camera with manual function and with at least one lens.

## Expanding Creativity

PHO 150 F; Dual listed: PER 150 F; PDM 150 F; SCU 150 F  
Cr: 3; Contact hrs: 45

Problem solving in the field of fine arts is coupling inspiration with practical solutions. Viewing the situation with an artistic eye, whether it be in drawing, painting, sculpture, graphic design, music or writing, the creator of the work must discover how to "put the line where he/she wants it to go", using his/her talents to realize in a tangible form what he/she envisions in his/her imagination. The primary goal of this class will be for students to learn to express their true selves while transforming media in an artistic and mindful way. Students will learn to expand their thinking into areas of art other than their present chosen media. Since the class is made up of students from various artistic experiences, there is a wide variety of outlooks to broaden perspectives.

## Principles of Fashion Photography

PHO 185 F  
Cr: 3; Contact hrs: 90

The course provides a basic approach to photographic practice, with a focus on the essentials of fashion photography. A broad knowledge of the history of photography and major aesthetic concerns, combined with an overview of fashion photography to the present time (techniques, culture, esthetics, trends), help students increase their expressive and creative capacities. The course concentrates on the main technical aspects such as lighting, settings, locations, use of flash units, portable and studio units, and light metering. Students learn basic and creative classic photography skills (including an understanding of the use of the camera) and digital techniques for fashion applications, with emphasis on color digital photography

using Camera Raw and Photoshop (used to process and print photographic imagery). Particular attention will be given to on-location shooting and studio photography activities, with practice photographing models. As far as possible students collaborate with the Fashion Department to develop fashion photography projects. For such projects students shoot pictures to meet the fashion application requirements of the project development team, thus experiencing a real working situation. This course is 70% digital and 30% film and darkroom.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens.

## Principles of Fashion Photography (Summer only)

PHO 186 F  
Cr: 3; Contact hrs: 60

The course provides a basic approach to photographic practice, with a focus on the essentials of fashion photography. A broad knowledge of the history of photography and major aesthetic concerns, combined with an overview of fashion photography to the present time (techniques, culture, esthetics, trends), help students increase their expressive and creative capacities. The course concentrates on the main technical aspects such as lighting, settings, locations, use of flash units, portable and studio units, and light metering. Students learn basic and creative classic photography skills (including an understanding of the use of the camera) and digital techniques for fashion applications, with emphasis on color digital photography using Camera Raw and Photoshop (used to process and print photographic imagery). Particular attention will be given to on-location shooting and studio photography activities, with practice photographing models. As far as possible students collaborate with the Fashion Department to develop fashion photography projects. For such projects students shoot pictures to meet the fashion application requirements of the project development team, thus experiencing a real working situation. This course is 70% digital and 30% film and darkroom.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens.

## Travel Reportage Photography Workshop (Summer only)

PHO 205 F  
Cr: 6; Contact hrs: 90

The scope of this course is to explore the psychological and physical preparation and the attitude of the photographer for travel reportage. Extreme atmospheres, difficult weather and working conditions, and sparseness of communication are some of the problems analyzed in preparing the fundamental techniques for best utilizing photographic equipment. The classes will also consider all of the elements that compose a photo-reportage for publication purposes: landscapes, architecture, portraits, social life, culture, flora and fauna. The study of light, the composition of the image, the choice of subject, how to approach difficult subjects, photography with mixed light, nighttime shooting and aerial photos will be the main topics of discussion. While three of the four course weeks will be held in a fully equipped studio at the institute's premises in Florence, a fourth week will take place on-site at a distinctive Italian location, which may vary in a given year, to develop an advanced approach to photographing landscapes, architecture, works of art and social life.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens. An SLR film camera is optional.

**Prerequisites:** PHO 120 Introduction to Classic Photography, or PHO 130 Introduction to Digital Photography, or equivalents

## Intermediate Digital Photography

PHO 230 F  
Cr: 3; Contact hrs: 90

This course consists of a series of workshops in which students learn how to master professional photography techniques. Students gain knowledge of the advanced artistic and commercial techniques in the field. The course is arranged as a series of lectures and practice sessions about these topics: digital photo theory (color spaces, color profiles, RAW),

optimization of the shot (advanced white balance settings, bracketing, advanced exposure technique, advanced focus settings), and professional post-production. The latter involves the workflow from the original RAW to Photoshop activity, a non-destructive adjustment method, techniques to manage noise and sharpness with external plug-ins, methods of managing the white balance, the professional HDR workflow, the professional B&W workflow, and the workflow to prepare for the final utilization of the image for the web, for publishing, or for large-format printing. B&W film work includes professional image archiving methods, use of the large format 4"x5" view film camera, and selected darkroom techniques. Assignments reflect in part individual student interests. Class activities include field trip and studio sessions to develop the projects. This course is 70% digital and 30% film and darkroom.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens.

**Prerequisites:** PHO 120 Introduction to Classic Photography or PHO 130 Digital Photography, or equivalent

## Intermediate Digital Photography (Summer only)

PHO 231 F

Cr: 3; Contact hrs: 60

This course consists of a series of workshops in which students learn how to master professional photography techniques. Students gain knowledge of the advanced artistic and commercial techniques in the field. The course is arranged as a series of lectures and practice sessions about these topics: digital photo theory (color spaces, color profiles, RAW), optimization of the shot (advanced white balance settings, bracketing, advanced exposure technique, advanced focus settings), and professional post-production. The latter involves the workflow from the original RAW to Photoshop activity, a non-destructive adjustment method, techniques to manage noise and sharpness with external plug-ins, methods of managing the white balance, the professional HDR workflow, the professional B&W workflow, and the workflow to prepare for the final utilization of the image for the web, for publishing, or for large-format printing. B&W film work includes professional image archiving methods, use of the large format 4"x5" view film camera, and selected darkroom techniques. Assignments reflect in part individual student interests. Class activities include field trip and studio sessions to develop the projects. This course is 70% digital and 30% film and darkroom.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens.

**Prerequisites:** PHO 120 Introduction to Classic Photography or PHO 130 Digital Photography, or equivalent

## Fundamentals of Food Design, Styling and Photography

PHO 234 F; Dual listed: NUH 234 F

Cr: 3; Contact hrs: 60

Cooking involves not only the preparation but also the presentation of food products. Through this course students learn how to style food and beverages, and how to capture their essence in photography. Students have the opportunity to develop their personal creativity, and learn how to exercise good technical and compositional control. Through lab practice students learn to process, develop and print photographs correctly and to use Photoshop techniques especially pertinent to Food Photography. Food Photography competencies develop include specific lighting techniques, ability to arrange compositions and settings, and visual storytelling. To achieve this, the course grounds students in key theory elements of food design, involving visual and stylistic analysis. May include visits to special culinary venues.

**Note:** each student must be equipped with an SLR digital camera with manual function and with at least one lens.

## Landscape and Architecture Photography

PHO 245 F

Cr: 3; Contact hrs: 90

This course, focusing on the architectural and landscape aspects of this art medium, is divided into field practice outdoor/indoor shooting, darkroom technique sessions for B&W, and digital

lab session for color. Under the instructor's guidance, including analysis of modern and contemporary work, students learn how to select interesting subjects, and how to exercise good technical and compositional control. Focus is also placed on the use of a large format 4"x5" view camera fundamental for architectural photography. Lab practice provides students with the opportunity to learn to develop and print pictures correctly and to learn selected Photoshop techniques specific to Architecture and Landscape photography. This course is 40% film and darkroom and 60% digital.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens. An SLR film camera is optional.

**Prerequisites:** PHO 120 Introduction to Classic Photography or PHO 130 Introduction to Digital Photography, or equivalents.

## Experimental Photography

PHO 260 F

Cr: 3; Contact hrs: 90

This is an inspiring course to develop individual expression via various techniques related to photography. Students will acquire familiarity with the many creative possibilities of photogram, hand-coloring, photo collage, photomontage, partial developing of prints, and chemical alterations such as toning and bleach. The course is not a darkroom course, but includes an introduction to black & white printmaking. The lessons will be complemented by slide shows on history of photomontage and relations with contemporary art. Students will learn to combine multiple techniques, and to develop an understanding of concept and perception which will result in a final portfolio.

**Note:** each student must be equipped with (1) a photcamera with (2) at least one lens (a choice of lenses is preferable). The camera can be of any type: manual or digital; for tourist use, toy, compact or credit card type; small, medium, classic, automatic, autofocus, professional. A basic knowledge of film and darkroom photography is useful but not required.

**Prerequisites:** PHO 120 Introduction to Classic Photography, or PHO 130 Introduction to Digital Photography, or equivalents

## Fashion Photography

PHO 280 F

Cr: 3; Contact hrs: 90

The course combines theory and practice as it explores technical, aesthetic, cultural, and historical aspects of fashion photography. It starts with a history of fashion photography from the beginning of the 20th Century up to the present, reviewing the continuous changes in fashion design styles and trends. As part of this analysis students address photographic composition as well as the target aspects of fashion photography. The course concentrates on the main technical aspects such as lighting, settings, locations, use of flash units, portable and studio units, and light metering. Students learn advanced and creative digital techniques for fashion applications, with emphasis on color digital photography. Various B&W and darkroom techniques covered include special creative B&W techniques, color toners for B&W prints, solarization, and colored filters for B&W. Particular attention will be given to on-location shooting and studio photography activities, with practice photographing models. As far as possible students collaborate with the Fashion Department to develop fashion photography projects. For such projects students shoot pictures to meet the fashion application requirements of the project development team, thus experiencing a real working situation. This course is 70% digital and 30% film and darkroom.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens. An SLR film camera is optional.

**Prerequisites:** PHO 130 Introduction to Digital Photography, or equivalent

## Photojournalism

PHO 286 F

Cr: 3; Contact hrs: 90

This course supplies students with essential skills of photojournalism and documentary photography. Great attention is given to the approach to subjects and to how

to carry out an assignment. The choice of the appropriate equipment, cameras, lenses, flash, is also discussed. Most work is carried out with digital cameras. Digital and computer methods and tools important for modern photojournalists are incorporated in the students' workflow. Students learn to use Apple Aperture 2 for picture archiving, and an introductory web sharing tool. Classic B/W film, shooting, processing and printing are included; students do their own darkroom work during class time and open studio hours. Students closely simulate the activity of professional photographers by carrying out regular assignments from the instructor. Coursework may involve field trips for on-location shooting and interaction with other departments so as to implement joint projects. For such projects students must shoot pictures to meet the documentary, promotional or other needs of the project development team, thereby experiencing a real working situation. Problems related to contacting press agencies and publishing companies are also introduced. Presentations on international movements and their influence on documentary and press photography provide a historical base. This course is 80% digital e 20% film and darkroom.

**Note:** Each student must be equipped with an SLR digital camera with manual function and with at least one lens.

**Prerequisites:** PHO 120 Introduction to Classic Photography, or PHO 130 Introduction to Digital Photography, or equivalents

### Advertisement and Commercial Photography

PHO 300 F

Cr: 3; Contact hrs: 90

The course combines theory and practice as it explores technical, aesthetic, cultural, and historical aspects of advertisement and commercial photography. It starts with a history of photography during the past 100 years. As part of this analysis students address photographic composition and the target aspects of advertising and commercial photography. The course concentrates on a range of technical aspects of commercial photography such as lighting, settings, locations, use of flash units, portable and studio units, and light metering. Some focus is placed on the use of a large format 4x5" view camera and on refining B&W darkroom work. Honing skills in advanced digital photography technique and Photoshop make the course fundamental preparation for advertisement and commercial applications. Particular attention is given to still-life and studio photography, with practice in still-life set-up and shooting. Further activities may include on-location shoots and inter-departmental projects. As far as possible students work in contact with the Fashion, Interior Design and Graphic Design Departments to develop projects. For such projects students shoot pictures to fulfill the advertisement or commercial requirements of the project development team, thus experiencing a real working situation. This course is 80% digital and 20% film and darkroom.

**Note:** each student must be equipped with an SLR digital camera with manual function and with at least one lens. An SLR film camera is optional.

**Prerequisites:** PHO 130 Introduction to Digital Photography, or equivalent

### Photography Portfolio

PHO 360 F

Cr: 3; Contact hrs: 90

This course allows students to develop a personal approach to the photographic medium. Emphasis is placed on the development and refinement of individual vision and style that will result in a complete and well-developed portfolio. The purpose of the course is to prepare students to enter the professional world while stimulating their individual creativity. Close study of contemporary photography (and photographers) and art are fundamental tools for learning how to refine personal style. Students use equipment of their choice (digital camera, manual camera, medium format camera large format camera: all camera types are allowed), and involves digital or manual activity in accordance with student interest. In the course students improve their ability to edit pictures and to show their own portfolios to galleries, critics, or collectors. All techniques needed by them for shooting, darkroom and digital lab work at the advanced level will be addressed by the instructor.

**Note:** each student must be equipped with the camera and materials of their choice.

**Prerequisites:** PHO 230 Intermediate Digital Photography, or another intermediate-level photography course

### Photography Internship

PHO 361 F

Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Photography. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is with a communications agency. Interns develop and carry out various activities which may include but are not limited to: shooting high resolution photography that is emotionally attractive to viewers; picture editing and finishing; work on reference database and/or catalog of products.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, portfolio of 20 digital images. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Photography majors of junior standing with at least 2-3 prior courses in the field. Fluency in Italian may be advantageous but is not required

## PRI - Printmaking

### Basic Printmaking

PRI 120 F

Cr: 3; Contact hrs: 90

This course is an introduction to the various techniques of black and white printmaking, such as etching (hard ground, soft ground, aquatint, sugar lift, dry point, pastel, spit bite and mixed media), woodcut and linoleum cut. The art and technique of reproducing and printing metal plates, wood panels, linoleum and other matrixes will be thoroughly investigated and understood. In learning the above techniques and methods, constant reference will be made to printmaking, not only as a very old process practiced in Italy and in the rest of Europe during and after the Renaissance (Mantegna, Pollaiuolo, Parmigianino, Rembrandt, Goya), but also as a modern approach (De Chirico, Carrà, Picasso, Munch, Seurat).

### Basic Printmaking (Summer only)

PRI 121 F

Cr: 3; Contact hrs: 60

This course is an introduction to the various techniques of black and white printmaking, such as etching (hard ground, soft ground, aquatint, sugar lift, dry point, pastel, spit bite and mixed media), woodcut and linoleum cut. The art and technique of reproducing and printing metal plates, wood panels, linoleum and other matrixes will be thoroughly investigated and understood. In learning the above techniques and methods, constant reference will be made to printmaking, not only as a very old process practiced in Italy and in the rest of Europe during and after the Renaissance (Mantegna, Pollaiuolo, Parmigianino, Rembrandt, Goya), but also as a modern approach (De Chirico, Carrà, Picasso, Munch, Seurat).

### Etching

PRI 220 F

Cr: 3; Contact hrs: 90

The course is a study of the various techniques of color and black/white etching, such as intaglio, aquatints, soft ground, super aquatint and photo etching. Students will also study the printing process: the art and technique of reproducing a metal matrix by means of a printing (callographic) press. Emphasis will be put on two-dimensional pictorial constructions, creative interpretation of the figure, still-life compositions, nature and geometric structures. Students will also learn about form, value, line and composition. Through these processes, students

will enhance their personal expression as well as focus on all technical and skill-related information necessary to begin with the matrix and finish with the art print. Various problems will be presented, aimed at promoting individual response and creativity. Reference to the exceptional works of art inside and outside the city of Florence will be investigated and analyzed as an integral part of the course.

**Prerequisites:** PRI 120 Basic Printmaking, or equivalent

## Printmaking Portfolio

PRI 320 F  
Cr: 3; Contact hrs: 90

This course allows students to develop a personal and contemporary approach to the etching medium (color etching, photo gravure, plexiglas relief, computer process, etc.). Emphasis is placed on the development (planning and execution) and style that will result in complete and refined art book production. The purpose of the course is to prepare students to enter the professional world while stimulating their individual creativity and personal style.

**Prerequisites:** PRI 220 Etching, or equivalent

## RES - Restoration

### Furniture, Wood Objects and Gilding Conservation

RES 140 F  
Cr: 3; Contact hrs: 90

Students will work on wooden pieces (antique furniture, wooden objects, and gold-gilded works of art and frames) by using various methods of wood conservation appropriate for each individual subject found in the lab. Accurate lab records will be taken and actual hands-on practice with the guidance of an experienced professor will give the students a realistic idea of the maneuvers and methods found in a genuine professional studio environment.

### Fresco Painting and Restoration I

RES 160 F  
Cr: 3; Contact hrs: 90

The student will be introduced to all phases of the art of fresco painting by preparing a small fresco which can be transported. Students will learn the ancient technique of fresco by using original techniques such as the enlargement of a master drawing (student's choice), mixing fresco mortar (intonaco), and the use of pigments for painting fresco. Each student will also make a sinopia (preliminary painting for fresco), and complete a small fresco to then be detached as an exercise in fresco conservation.

### Painting and Polychrome Wooden Sculpture Conservation I

RES 175 F  
Cr: 3; Contact hrs: 90

This course covers all types of painting conservation methods such as the preservation of a work of art, relining, consolidation, cleaning and in-painting. Direct contact with minor original works of art allows beginning students to observe the problems and methods that are presented to a restorer. Students will learn how to apply basic conservation techniques through hands-on experience in order to acquire confidence and knowledge in the reconnaissance of old paintings and their conservation needs. Techniques for the conservation of polychrome wooden sculpture will be introduced, especially mechanical cleaning methods, preserving, and aesthetic in-painting methods.

### Drawing for Conservators

RES 185 F  
Cr: 3; Contact hrs: 90

This course will present academic concepts and historical methods of drawing in order to develop the capacity to see accurately through proportion, methods of measurement, and composition. The full form, plus sections of anatomy such as hands, feet, and head, will all be studied. Some attention will be dedicated to the relationship of the figure

to the surrounding space (figure/ground relationships), and other projects will suggest unusual points-of-view, such as a particularly foreshortened form, focus, and detail. The technique of *tratteggio* will be emphasized for shading in order to obtain the effect of *chiaroscuro* found in historical drawings. Evaluation will focus on specific drawing techniques found in the Renaissance with technical and stylistic considerations, and a portfolio of anatomical drawings and portions of copies done with *tratteggio*. Homework to improve manual dexterity and exploration of technical ability is required.

### Archaeology Workshop

RES 193 F; Dual listed: CLA 193 F; ANT 193 F  
Cr: 3; Contact hrs: 45

This course combines an introduction to archaeology with hands-on work on 2500 year-old archaeological finds in LdM's Archaeology Lab. These finds have recently been unearthed in central Italy in the archaic settlement of Accesa, under the scientific direction of the University of Florence, and in the Hellenistic necropolis of Bosco della Riserva, near Tuscania, where an excavation project is being conducted by LdM. Students will learn what happens to the finds once they leave their recovery contexts and arrive in Florence: here, under the expert guidance of the instructors, students will be involved in the fundamental activities of restoration, conservation, documentation, study and storage of the finds. This course will also give students a general survey of the evolution of the discipline of archaeology over time and it will introduce them to the ancient Etruscan civilization, which forms such an important part of Italy's culture and heritage. Students will also have the opportunity to sign up to the summer workshop in Tuscania which operates directly at one of the archaeological sites.

### Florence and Southern Italy Restoration Workshop (Summer only)

RES 225 F  
Cr: 6; Contact hrs: 90

The course comprises three weeks in Florence and a field week in southern Italy. Students gain knowledge and practical skills concerning historical painting and restoration techniques, working with original polychrome wooden sculptures and mural paintings. In Florence participants learn the original fresco techniques, from the mixing of fresco mortar (intonaco) to its application on support, and the use of pigments. Each participant makes a sinopia (preliminary underdrawing for fresco) and completes a small fresco on a terracotta support. Restoration techniques are pursued, including the detachment of the participant's own fresco from its support, a wall painting conservation method. Participants work with original works of art from the 16th to 17th centuries as they learn how to use the principal modern painting restoration techniques. The course surveys historical oil and tempera painting techniques, aided by museum visits, and students learn to recognize the century in which paintings were created. During the field workshop week students work in the main church of Rocca Imperiale near Cosenza in Calabria, southern Italy. This town near the Taranto Gulf, an important ancient Greek settlement and a notable archaeological area, is also famous for its medieval fortress. Students apply appropriate materials and conservation and restoration techniques to authentic works of art. Following diagnostic study of the artwork in order to understand dating and conservation conditions, students concentrate on cleaning and consolidating the artwork. Next students learn to use different products for the restoration of the surface layers. As the last step students work on the pictorial layer and may do some painting.

### Florence and Chianti Restoration Workshop (Summer only)

RES 226 F  
Cr: 6; Contact hrs: 90

In this course, held partly in Florence and partly in the Chianti, participants gain knowledge and practical skills concerning historical painting and restoration techniques. During the three weeks in Florence participants learn the original fresco techniques, from the mixing of fresco mortar (intonaco), its application on support, to the use of pigments. Each participant

makes a sinopia (preliminary underdrawing for fresco) and completes a small fresco on a terracotta support. Restoration techniques are pursued, in part through the detachment of the participant's own fresco from its support, a wall painting conservation method. Participants work with original works of art from the 16th to 17th centuries as they learn how to use the principal modern painting restoration techniques to bring period paintings back to their original states. The course also briefly surveys the historical techniques used for making oil and tempera paintings, and students learn to recognize the century in which paintings were created. Museum visits help to explain techniques used in class. During the field workshop week participants will work in the town of San Gusmè in the Chianti region between Florence and Siena. Participants will ripristinate the original polychromatic surfaces of important 16th-century altars in the principal church. They will remove the pigments of the preceding restoration of about a century ago, with scalpels, eliminating the chromatic distortion of this overpainting. Participants then proceed to reconstruct the work with colored stucco and tempera, with a final wax stratum to render the beautiful original effect.

## Theory of Conservation

RES 230 F

Cr: 3; Contact hrs: 45

This course will discuss the techniques used in paintings on panel and on canvas, fresco, and polychrome wooden sculpture in order for the student to become acquainted with the actual historical materials and the conservation methods used on each of these. Practical demonstrations using real materials (pigments, glue, resin, plaster, canvas) will also help illustrate theoretical dimensions of this topic. Classes will also consider the ethics and issues encountered throughout the field of restoration and its history. These concepts will also be discussed during museum visits in Florence and will be used in class for discussion. Examination and discussion of a work of art are important elements before, during, and after every intervention. Lectures will examine various fresco techniques found throughout art history and specific examples of fresco restoration applied to these works. We will visit Santa Croce and the Brancacci Chapel to illustrate the technique and the restoration used on specific works. The restoration of paintings, both on panel and canvas, will be discussed using visual images and, most importantly, museum visits, for a better understanding of techniques. For example a visit to the Bargello will highlight the collection of polychrome wooden sculpture and the various restoration techniques found on this medium. The course will conclude with the students' own opinions on restoration as a profession and will examine the various responsibilities that an art conservator encounters when working with art history's most precious documentation.

## Historical Painting Lab I

RES 245 F

Cr: 3; Contact hrs: 90

The history of painting techniques used throughout the ages is an important part of the conservator's role in recognizing how a work of art is made and what materials were used (fresco, tempera, oil, etc.). Students will make small panels using various samples so that they may become more familiar with techniques used for the paintings they restore. Cennino Cennini's *The Craftsman's Handbook* will be used as a textbook for these ancient procedures to be done from scratch: egg tempera, self-made oil paints, the gesso-colletta primer for canvas and panels, gold gilding, decorative arts, etc. Maximum care is to be put into these partial "copies" in order for them to be part of the conservation student's portfolio.

## Science for Conservators I

RES 250 F - Dual Listed: CHM 250 F

Cr: 3; Contact hrs: 45

This course will provide conservation students with essential up-to-date tools for a more scientific approach to restoration practice. It will outline the basic concepts of chemistry in order to integrate a more in-depth knowledge of the materials and techniques used in the profession. The course covers the general function of molecules, chemical bonding and chemical equations, with an introduction to the materials found more specifically in frescoes and paintings. Causes of deterioration

and the very important aspects of cleaning a work of art will be discussed from a scientific point of view. Topics will also include solvents, acidity and alkalinity, detergents, and consolidation of porous materials. Some demonstrations of reactions and practical application will be shown to introduce the materials used in conservation more effectively.

## Fresco Painting and Restoration II

RES 260 F

Cr: 3; Contact hrs: 90

In this course students will begin "on-site" work, restoring original frescoes. Techniques will vary according to the conservation needs of the work of art. Students will deal with the following preservation or aesthetic tasks: cleaning of the fresco, repairing cracks in the fresco's support, consolidating original intonaco, plastering of missing areas, and retouching the painted surfaces where necessary. The teaching method is focused on practical experience as a major source for understanding the principles of fresco restoration.

**Prerequisites:** RES 160 Fresco Painting and Restoration I, or equivalent

## Painting and Polychrome Wooden Sculpture Conservation II

RES 275 F

Cr: 3; Contact hrs: 90

Under the instructor's supervision, students will begin working exclusively on authentic paintings to form a more independent approach to conservation. Depending on the project available, techniques will vary according to the conservation needs of the work of art. Students will be introduced to the various phases of conservation and may encounter any of the following preservative or aesthetic tasks: relining, cleaning, plastering missing areas, consolidating loose pictorial layers, and retouching painted surfaces with various in-painting methods. Accurate lab records are to be presented for mid-term and final evaluations, along with research relevant to that project. Photographic documentation is required for monitoring the progress of each painting being restored.

**Prerequisites:** RES 175 Painting and Polychrome Wooden Sculpture Conservation, I or equivalent

## Science for Conservators II

RES 340 F; Dual listed: CHM 340 F

Cr: 3; Contact hrs: 45

Addresses the scientific concepts and the nature of materials concerning the conservation and restoration of works of art that are needed by practitioners. Topics include the physical and chemical properties of porous materials, synthetic materials, deterioration and consolidation, the nature of dirt, mechanical cleaning, liquids and solutions, organic solvents, cleaning with water, acidity and alkalinity, and cleaning by chemical reaction.

**Prerequisites:** RES 250 Science for Conservators I, or CHM 135-136 General Chemistry I and II with Lab, or equivalents

## Historical Painting Lab II

RES 345 F

Cr: 3; Contact hrs: 90

Historical painting techniques learned in the first course will be used to make exact replicas of a chosen era (preferably of a work of art found in Florence). Students' works will be judged on accuracy of technique, drawing, and color. This full reproduction will demonstrate the student's manual dexterity and eye for color, as well as sensitivity of observation toward historical works of art. The finished replica will be an important asset for the students' portfolio if they are to continue their educational career in conservation.

**Prerequisites:** RES 245 Historical Painting Lab I, or equivalent

## Advanced Fresco Painting and Restoration

RES 360 F

Cr: 3; Contact hrs: 90

Thanks to Florence's Soprintendenza delle Belle Arti, students will have the opportunity to work with original works of art under the instructor's supervision. A thesis paper regarding specific techniques or issues in fresco conservation will be

outlined, researched and written independently. Lab records and photographic documentation will be taken for every technique used on-site.

**Prerequisites:** RES 260 Fresco Painting and Restoration II, or equivalent

## Advanced Painting and Polychrome Wooden Sculpture Conservation

RES 375 F  
Cr: 3; Contact hrs: 90

Thanks to Florence's Soprintendenza delle Belle Arti, students will have the opportunity to work with original works of art under the instructor's supervision. A thesis paper regarding specific techniques or issues in painting conservation will be outlined, researched and written independently. Lab records and photographic documentation will be taken for every technique used on each painting assigned.

**Prerequisites:** RES 275 Painting and Polychrome Wooden Sculpture Conservation II, or equivalent

## Special Topics in Restoration

RES 399 F  
Cr: 3; Contact hrs: 60

Advanced in-depth conservation or restoration work dealing with various materials, specialized techniques, documentation methods, current issues, or some combination of these, with application to original works of art. Topics may vary from year to year.

**Prerequisites:** Restoration majors

## Working Group Project for Painting and Polychrome Wooden Sculpture Conservation

RES 400 F  
Cr: 3; Contact hrs: 60

Thanks to Florence's Soprintendenza delle Belle Arti, the artwork delegated to the Lorenzo de' Medici Professional Work Certificate for advanced conservation will give students the opportunity to work on valuable art under the instructor's supervision. The panel and canvas paintings and polychrome wooden sculpture available at this level will give students a realistic notion of the maneuvers and methods found in the working group environment of a genuine professional conservation studio. An individual portfolio will be put together documenting every technique used in order to authenticate the professional experience acquired during the working group project.

**Prerequisites:** RES 375 F Advanced Painting and Polychrome Wooden Sculpture Conservation, or equivalent

## Working Group Project for Fresco and Mural Painting Restoration

RES 405 F  
Cr: 3; Contact hrs: 90

Thanks to Florence's Soprintendenza delle Belle Arti, the artwork delegated to the Lorenzo de' Medici Restoration and Conservation Professional Certificate for advanced conservation will give students the opportunity to work with valuable art under the instructor's supervision. Students will work as a team in an authentic on-site environment in various locations locally and often nationally. The fresco and mural painting group will work together and combine their on-site experiences through lab records and photographic documentation. Individual portfolios will be put together documenting every technique used in order to authenticate the professional experience acquired during the working group project.

**Prerequisites:** RES 360 F Advanced Fresco Painting and Restoration, or equivalent

## SCU - Sculpture and Ceramics

### Ceramics

SCU 130 F  
Cr: 3; Contact hrs: 90

This course is suitable for students who do not have any

experience with clay or have only basic knowledge regarding hand building and wheel throwing with clay. Students will be instructed in the fundamental notions regarding this topic. Special attention will be given to the correct and healthy positions for the spine, hands, fingers and wrist. Students will receive technical information about clay and firing, and at the end of the course, they will be able to decorate their objects with slips and glazes.

### Ceramics (Summer only)

SCU 131 F  
Cr: 3; Contact hrs: 60

This course is suitable for students who do not have any experience with clay or have only basic knowledge regarding hand building and wheel throwing with clay. Students will be instructed in the fundamental notions regarding this topic. Special attention will be given to the correct and healthy positions for the spine, hands, fingers and wrist. Students will receive technical information about clay and firing, and at the end of the course, they will be able to decorate their objects with slips and glazes.

### Expanding Creativity

SCU 150 F; Dual listed: PER 150 F; PHO 150 F; PDM 150 F  
Cr: 3; Contact hrs: 45

Problem solving in the field of fine arts is coupling inspiration with practical solutions. Viewing the situation with an artistic eye, whether it be in drawing, painting, sculpture, graphic design, music or writing, the creator of the work must discover how to "put the line where he/she wants it to go", using his/her talents to realize in a tangible form what he/she envisions in his/her imagination. The primary goal of this class will be for students to learn to express their true selves while transforming media in an artistic and mindful way. Students will learn to expand their thinking into areas of art other than their present chosen media. Since the class is made up of students from various artistic experiences, there is a wide variety of outlooks to broaden perspectives.

### Introductory Sculpture

SCU 160 F  
Cr: 3; Contact hrs: 90

This course is an introduction to figurative work in clay. It covers the major techniques required in clay work, such as wedging, joining, pinching, coiling and slabbing, as well as the techniques of building a figurative sculpture and the use of mark and surface in figurative work. Possibilities of various surfaces and finishes will be discussed. Students will be guided through exercises through the basic forms and anatomy of the body. Work will be both from models in the studio as well as from museums and sculptures in Florence. No previous experience is required, however it would benefit students to have studied the foundations of drawing.

### Introductory Sculpture (Summer only)

SCU 161 F  
Cr: 3; Contact hrs: 60

This course is an introduction to figurative work in clay. It covers the major techniques required in clay work, such as wedging, joining, pinching, coiling and slabbing, as well as the techniques of building a figurative sculpture and the use of mark and surface in figurative work. Possibilities of various surfaces and finishes will be discussed. Students will be guided through exercises through the basic forms and anatomy of the body. Work will be both from models in the studio as well as from museums and sculptures in Florence. No previous experience is required, however it would benefit students to have studied the foundations of drawing.

### Marble and Stone Sculpture

SCU 170 F  
Cr: 3; Contact hrs: 90

This course focuses on sculpture using Carrara marble. The aim is to introduce students to the basic technical information required to work with hard stone by utilizing sketches or small scale prototypes in clay to execute their own marble sculptures. The first part of the course will be dedicated to acquiring skill in using the various chisels and hammer in the "roughing out"

stage, through demonstration and practice. After gaining basic knowledge of the manual tools, students will begin using air tools. A part of the course will be dedicated to class discussion, the viewing of ancient and contemporary sculpture in stone and a field trip to Carrara where Michelangelo selected the marble for some of his most well-known statues. The last part of the course will be dedicated to acquiring refinishing and polishing techniques. No previous experience is required; however, it would be of benefit to know the foundations of drawing or subtractive sculpture.

## **Intermediate Sculpture**

SCU 260 F

Cr: 3; Contact hrs: 90

This course is designed for students who have either covered the foundations of figurative sculpture or who have worked with other approaches and wish to improve their technical skills through class exercises. Students will work on independent projects focusing on subject matter from observation and reference to personal issues. The course is designed to introduce students to more sophisticated and critical approaches to their chosen areas of focus in the context of contemporary sculpture. Project work will revolve around given themes, and students will be taken through a process of how to develop their projects. The course covers work in clay, wire and plaster, casting from plaster and flexible molds in gesso, wax and paper. Structured exercises to assist the students will be given so that they will be able to better interpret relevant concepts.

**Prerequisites:** SCU 160 Introductory Sculpture, or equivalent

## **Intermediate Sculpture (Summer only)**

SCU 261 F

Cr: 3; Contact hrs: 60

This course is designed for students who have either covered the foundations of figurative sculpture or who have worked with other approaches and wish to improve their technical skills through class exercises. Students will work on independent projects focusing on subject matter from observation and reference to personal issues. The course is designed to introduce students to more sophisticated and critical approaches to their chosen areas of focus in the context of contemporary sculpture. Project work will revolve around given themes, and students will be taken through a process of how to develop their projects. The course covers work in clay, wire and plaster, casting from plaster and flexible molds in gesso, wax and paper. Structured exercises to assist the students will be given so that they will be able to better interpret relevant concepts.

**Prerequisites:** SCU 160 Introductory Sculpture, or equivalent

## **Ceramics: Majolica and Porcelain**

SCU 290 F

Cr: 3; Contact hrs: 90

When porcelain pottery arrived from China to Italy in the sixteenth century, artists tried to discover the secret of this beautiful white material, but it was not possible to do so because Italian lands were naturally poor in kaolin, the main compound in porcelain clay. As a result Italians developed competing products to meet the demand of a market enchanted with white and blue Ming porcelain: firstly a blue and white majolica, and then a clay mixture that is not real porcelain. This mixture was created in a ceramic studio in Boboli Gardens in Florence and is known as "Porcellana Medicea." In this practical and theoretical course students explore majolica and porcelain, two almost opposite materials: their quality of expression, their value, their technical aspects, their differences in historical context and their potential as creative media. Students undertake written work as well as practical projects using majolica and porcelain, and there will be visits to some of the exceptional centres of ceramic collecting and production in Florence and beyond.

**Prerequisites:** SCU 130 Ceramics or SCU 160 Introductory Sculpture, or equivalent



## 6.5 | Florence School of Design

## ARC - Architecture

### Foundations of Architectural Design

ARC 175 F  
Cr: 3; Contact hrs: 45

The course will give the student an introduction to the system of architectural representation in plan, section, elevation. Projects include a study and analysis of a particular space or building in Florence. It will consist in an investigation of the elements that compose and control it, using all means of analysis with the goal of appreciating the qualities of architectural space. A final design project is assigned to expose the student to the processes and production of architectural design.

### The Built Environment of Florence

ARC 201 F; Dual listed: ART 201 F  
Cr: 3; Contact hrs: 45

This course will explore the factors that have led to the development of Florence, its architecture and open spaces. The construction of the city up to the architecture of the 19th century will be studied from the architectural and historical points of view. This course is divided into lectures in class, walking tours, visits, field trips and sketching on site, all fundamental for the understanding of the city. We will draw on the parallel history of the town of Florence to understand the growth of the city, but the main interest will be on the architecture and the way it developed. To better understand the historical development of the city the course will also focus on the history, the artistic productions of the time, the philosophical currents and the powerful families that ruled and determined different architectural choices.

### 20th Century Design and Architecture

ARC 202 F; Dual listed: ART 202 F  
Cr: 3; Contact hrs: 45

The aim of the course is to give the students the instruments and methodology to understand and recognize interior design styles. During the lessons the students will become familiar with the work of the outstanding masters that often applied their talent to the small scale (object or interior design) as well as to the large one (architecture) from the mid 19th century to 1960. Because interior design is so strongly related to object design and architecture, the course analyses the history of these three fields as a whole, from the industrial revolution to the present time, by studying the influence of society, art, economy, political events and scientific and technological discoveries. The course provides students with the tools for understanding new and innovative elements that a new trend introduces and for keeping updated with the latest news in this ever-changing field.

### Architecture and Fashion

ARC 211 F; Dual listed: INT 211 F  
Cr: 3; Contact hrs: 45

Architecture and fashion design are becoming close fields. Important fashion districts are modifying the built environment of many cities around the world and the major fashion labels use their showrooms and headquarters as a display of their style. The form, technique and materials of some buildings are increasingly intended to resemble clothing or fashion accessories; architects staple, pleat, drape, cut and so on. At the same time some fashion designers are drawing inspiration from architecture. In this course students explore buildings and interiors as an aspect of today's visual culture, with special emphasis on similarities and differences with contemporary fashion. The role of the human body and the architectural movements which have led to these developments are also explored. Students will be stimulated to understand the common basis of the two fields, exercising themselves in comparative case studies. Considerable attention will be given to Florence's fashion district. The last part of the course investigates ways in which architects express the style of today's fashion brands and with what results.

### Aesthetics of Design: Theory and Practice

ARC 220 F; Dual listed: INT 220 F  
Cr: 3; Contact hrs: 45

This course applies the methods and concepts of aesthetics (the investigation of what makes something a work of art) to the field of design (including product design, interior design, architecture, and graphic design). Students investigate issues relating to the creation, value and experience of design, and they analyze and attempt to resolve problems relating to design as a form of art. One part of the course concentrates on meanings of formalism and expressionism; another part explores issues that are involved in the evaluation of design such as cultural, social and political environments. Specific attention is given to Italian Design, from its Renaissance heritage to the decades that made it internationally famous (1960s-80s). Comparisons are made with Modern and Contemporary International Design. Students are encouraged to make the most of the visual and cultural experience offered by the city and by the international environment of the institute.

**Prerequisites:** INT 170 Product Design I, or ART 180 Art History I, or ART 186 Art History II, or equivalents

### Architectural History: Italian Urban Design

ARC 248 F; Dual listed: ART 248 F  
Cr: 3; Contact hrs: 45

The course embraces ancient design to modern Italian urban landscape, analyzing the formal layout as well as the cultural and social background of Italian cities. Students will study Etruscan and pre-Roman towns, Roman imperial towns, medieval and Renaissance towns, the Baroque environment, the cities of the 19th century, new towns which were developed during the Fascist era, post-war reconstruction, and contemporary town planning. The aim of the course is to give students the tools to "read" the landscape of Italian towns as complex environments created during a long phase of different superimposed urban textures.

### History and Theory of Landscape Architecture

ARC 260 F  
Cr: 3; Contact hrs: 45

Gardens and plants are an integral part of Italian culture and of Italian paintings. While the practical needs of agriculture dictate the regular landscape of the Tuscan hills, gardens respond to other needs as well: religious meditation, artistic expression, display of wealth, theatrical settings, or botanical experimentation. This course explores the use of plants in Tuscany. From productive olive groves and vineyards to architectural hedges and topiary, the knowledge of plants is essential to our understanding of art, history and society. There is a constant interplay between horticulture and culture: imported plants such as citrus fruits are grown as an expensive challenge to the climate, while other plants such as the iris or rose are represented in art and grown in gardens in part for their symbolic content.

### Public Space Design

ARC 269 F  
Cr: 3; Contact hrs: 60

The course will investigate the key role of public space in contemporary cities. Special attention will be placed on the capability of places to attract people and emotional scenarios linked to their reactions. Examples of recent works from world-renowned architects, landscape architects and artists will provide the student with different design methods. A specific site in Florence or elsewhere in its surroundings will represent the core of the project; students will be asked to start off with a conceptual idea and gradually give shape to it up to the final presentation through drawings, models, video, etc. The course will be mainly carried out in class although outdoor guided surveys will also take place.

**Prerequisites:** INT 190 CAD for Interior Design I and ARC 175 Foundations of Architectural Design, or equivalents

## Contemporary Architecture

ARC 286 F; Dual listed: ART 286 F  
Cr: 3; Contact hrs: 45

This course examines major developments in architecture, interior design and planning from 1960 to the present. Special focus is given to developments of the last two decades. The survey includes consideration of sociocultural developments, as well as debates in aesthetics and theory, such as the decline of Modernism. Key architects and studios are examined. The perspective is global but European and Italian figures, movements, works and events are not ignored.

**Prerequisites:** ART 165 History of Architecture, or equivalent

## Sustainable Architecture

ARC 320 F  
Cr: 3; Contact hrs: 90

Sustainability is a characteristic of a process or state that can be maintained at a certain level indefinitely. Our current lifestyle is not sustainable because we base our energy requirements on burning fossil fuels that are running out, causing global warming and pollution. The key aim of the sustainable architecture approach is to help resolve the present energy crisis by designing self-sufficient buildings. The two basic principles applied are: reduction of energy needs and use of renewable forms of energy (solar, wind, geothermic, hydroelectric or biomass). Other topics touched upon in the course are: use of local building materials, study of the local traditional passive strategies (to create a pleasant home despite climate conditions), encouraging a sustainable lifestyle, co-housing.

**Prerequisites:** Architecture majors of junior standing

## Architecture in its Environment

ARC 340 F  
Cr: 3; Contact hrs: 90

The course goal is to learn a method to understand the relation between architecture and urban context and to be able to design a relevant architectural project. Emphasis is on the vertical and horizontal dimensions of cities and towns, and on the analysis of shapes and uses of the urban space. The main course project relates to a specific urban situation. The project process starts with extensive on-site case study analysis of the site (with outdoor walking and sketching), historical context, and the urban surroundings. In class students will develop, examine and discuss the main elements, themes and issues of the project. The completed project includes sketches, site plans, architectural plans, elevations and sections, as well as a presentation delivered in class.

**Note:** It is highly recommended that students be equipped with a personal laptop for design projects.

**Prerequisites:** Architecture majors of junior standing

## Conservation of Historic Buildings

ARC 360 F  
Cr: 3; Contact hrs: 45

In this class students will be introduced to current tendencies in theory and in practice of restoration, principles of criticism, and culture of restoration with an historical orientation. A restoration analysis project (diagnostics of materials, supports, masonries, structures) will be developed considering the scientific-technical investigation methods concerning existing buildings.

**Prerequisites:** Architecture majors of junior standing

## Architecture Studio: Special Topics

ARC 380 F  
Cr: 3; Contact hrs: 90

This course focuses on advanced design projects, which are based largely on a theme of local or national importance. It is usually concerned with the comprehensive analysis and design of modern medium/large scale complexes and public buildings such as a museum, airport, railway stations, waterfront, or emergency construction. The course is organized to equip students with the skills for the comprehensive design and implementation of architectural projects of notable complexity and scale.

**Prerequisites:** Architecture majors of junior standing

## FAS - Fashion Design, Marketing and Merchandising

### Introduction to the Fashion Industry

FAS 100 F  
Cr: 3; Contact hrs: 45

This core class provides students with an overview of the fashion industry from research and design to the marketing of the finished product. Potential career opportunities within the field are examined, and the course briefly looks at the historical origins of fashion, especially the fabric, yarn and knitwear sector centered on Florence and the "Made in Italy" phenomenon. Students will acquire knowledge of basic industry terms and of the process of apparel production, from the concept to the consumer.

### Principles of Apparel Design

FAS 120 F  
Cr: 3; Contact hrs: 45

Students learn clothing terminology as it pertains to different garments, silhouettes, and their components. The course examines the elements and principles of fashion design, and introduces CAD software for the production of flats and presentations.

### Fashion Figure Drawing

FAS 130 F  
Cr: 1; Contact hrs: 45

This entry-level drawing class studies the elements of the figure in fashion proportion and in fashion poses. Students work to develop a personal line, style, and personality in figure presentation. Students will be exposed to the tools, concepts and techniques of figure drawing. They will discuss, explore and practice a variety of techniques, focusing on understanding and recreating three-dimensional forms on paper. Through lectures, demonstration and a great deal of drawing students will have the opportunity to develop their knowledge and skills in replicating the human form.

### Design Sewing Techniques

FAS 150 F  
Cr: 3; Contact hrs: 60

This course is the first in a series of technical studio courses in fashion design. In the production lab, students will learn to use different equipment, the process of assembling a garment and study and execute construction methods used in the apparel industry. Course will cover a variety of sewing techniques from stitches and seam treatments to the application of zippers, collars, sleeves and more, while completing samples in muslin. A sample book is developed of industry construction techniques. At the end of the course each student will produce a basic garment integrating the skills learned.

### Fashion Illustration I

FAS 160 F  
Cr: 3; Contact hrs: 90

This course for beginning students explores the world of fashion illustration. Students will learn how to sketch a fashion figure, add garments, and render different materials using media like colored pencils and markers. Special attention will be given to coloring and shading. During the semester there will be site visits to such locations as the Ferragamo Museum as well as fashion trade fairs and fashion design studios. Students will also learn about the job of a fashion designer and the main steps to organize a collection. In addition they will illustrate their own designs on the fashion figure showing their own style and taste in fashion.

### Fashion Illustration I (Summer only)

FAS 161 F  
Cr: 3; Contact hrs: 45

This course for beginning students explores the world of fashion illustration. Students will learn how to sketch a fashion figure, add garments, and render different materials using media like colored pencils and markers. Special attention will be given to

coloring and shading. During the semester there will be site visits to such locations as the Ferragamo Museum as well as fashion trade fairs and fashion design studios. Students will also learn about the job of a fashion designer and the main steps to organize a collection. In addition they will illustrate their own designs on the fashion figure showing their own style and taste in fashion.

### Patternmaking I

FAS 180 F  
Cr: 3; Contact hrs: 90

Of the two methods of creating a garment, patternmaking is the more technical one. As such, it allows the designer to manipulate already existing patterns efficiently and create new patterns with custom measurements. Students will start with basic patterns, including darts and princess line variations, and how to manipulate them respecting the fundamental rules of pattern making. There will be two basic projects during the semester: the skirt, with variations such as A-shape, gathered, with yoke, and the bodice, working with darts and princess line variations, and finally collars and sleeves. By understanding pattern construction students will be able to gain a wider understanding of the possibilities and limits of a fashion designer.

### Anthropology of Fashion and Desirability: Beyond the Catwalk

FAS 185 F; Dual listed: ANT 185 F  
Cr: 3; Contact hrs: 45

How are anthropology and fashion related? How can this social science help us in analyzing both Western fashion and global fashion trends today? How can artifacts become fashion? What is the relationship between fashion and art? How is beauty constructed in fashion and visual culture? And how are gender and the body represented? Such questions, of more than specialized interest, have been raised since fashion started to be studied in academia in the 1980s. This course considers the particular contribution of anthropology to the study of fashion as an academic discipline and hence to understanding fashion as a significant cultural expression. We will study how meanings are constructed in fashion and visual culture, using the cross-cultural and transnational framework provided by anthropological research. We will also consider how fashion interacts with material culture through the production and consumption of "fashion items," making fashion an interesting field of inquiry in the context of the anthropology of things.

### Textile Science

FAS 195 F  
Cr: 3; Contact hrs: 45

This core class teaches the fundamentals of textile and fabric science, bringing awareness of the variety of materials used in fashion and their applications. Students will receive a comprehensive overview of the textile industry. Special attention will be given to the dyeing, printing and finishing of textiles. Students will develop a basic knowledge of textile terminology including fibers and their origin, structure, properties and characteristics. This course will also cover yarns, construction, basic weaves and knit structures, and will enable students to make appropriate fabric selections.

### Fashion Design Computer Principles I

FAS 200 F  
Cr: 3; Contact hrs: 60

This course is designed to familiarize students with the basic tools and techniques of Computer Aided Design standard in the fashion industry. Using Adobe Illustrator® and Adobe Photoshop® students create their own digital presentations from concept phase to a complete and finished collection. The rendering of technical flats, fashion sketches and presentational formats and techniques are included. The result of their research consists of concept and trend boards, color cards, fabric and line development. In addition to the prerequisites listed below the student is advised to have an understanding of garment structure.

**Prerequisites:** FAS 160 Fashion Illustration I, or equivalent; or concurrent enrolment

### Fashion Marketing

FAS 215 F  
Cr: 3; Contact hrs: 45

This course explores fashion marketing and merchandising. It focuses primarily on brands, and their fashion marketing strategies for product development, advertising, promotion and retailing. The course analyzes the thinking behind the strategies for fashion products, paying special attention to the emotional aspects of fashion communication. Students will approach current business practices and examine new and emerging trends and issues that impact on the fast-moving environment of the fashion and textile industry, looking at the globalization of the industry, trade shows and key events. Specialized topics include the importance of the European fashion system, with a comparison to some American brands and strategies. Case studies will provide a vision of how companies in today's environment are evolving marketing strategies to meet the new consumer's demand, in terms of product design, distribution and communication.

### Fabric Styling

FAS 220 F  
Cr: 3; Contact hrs: 60

In this course on surface design students learn many different textile techniques such as swatch weaving, dyeing yarns, direct painting and wet painting, tie dye or shibory, discharge print, block printing, silk screening, free motion stitching, embroidery, cords and yarns appliqué, beading, smocking, etc. To emphasize the communication aspect, the students create a number of mood boards with different themes, learning how to sketch quick shapes and "dress" them up. The projects carried out by students consist of samples with different techniques, mood boards, and the creation of a personal trend book that illustrates in a professional way the techniques learned during the course.

### Fashion Consumer Behavior

FAS 225 F  
Cr: 3; Contact hrs: 45

Understanding the consumer is at the center of this course. Through fashion concepts and theories, cultural influences, demographics, psychographics and consumer dynamics this course demystifies the decision-making process of the omnipotent customer while analyzing perceptions, communication, and ethics to determine how a customer can turn into a consumer. Although aimed at the fashion student this course is applicable to any sector of consumption.

### Visual Merchandising

FAS 235 F  
Cr: 3; Contact hrs: 45

This course explores contemporary visual merchandising strategies. It focuses primarily on understanding visual merchandising techniques, concepts and processes, and recognizes how visual merchandising efforts support retailing trends and sales success in retail store spaces. The course analyzes the philosophy behind the creative process and identifies a variety of resources for idea development such as: marketplace dynamics, consumer trends and sales forecasting. The aim of this course is to prepare students in the process of designing, planning, budgeting and organizing visual displays and store design that effectively communicate brand identity. Through lectures students will learn the foundation techniques regarding visual displays. Through workshops, students will apply this knowledge to the creation of mock window display settings and/or in-store designs. Case studies will provide a vision of how companies in today's environment are adapting visual merchandising strategies to meet the new consumer's demand, in terms of design, visual promotion and strategies of communication.

### Fashion Illustration II

FAS 245 F  
Cr: 3; Contact hrs: 90

This is an intermediate level design course for students who already have a basic knowledge of fashion design. Particular attention will be given to learning and improving fast sketching of life fashion models, and the rendering of the fit & fall of

different garments and textures. The fast sketching of models and garments with the rendering of different textures is the base for the development of a personal style in fashion design. At the end of the course students will be able to express design ideas based on research and creativity and render any kind of garment on the fashion figure and express a stronger personal style. The professional side will be taken into consideration through on site visits to fashion fairs, design studios and special exhibitions; also technical drawings will be studied and explained in order to improve design skills.

**Prerequisites:** FAS 160 Fashion Illustration I, or equivalent

## Draping I

FAS 250 F

Cr: 3; Contact hrs: 90

Draping, the second of two methods of pattern development to create a garment, starts with shaping muslin on the dressform. Students learn the basic rules of draping and create a basic bodice and skirt, dart variations, princess lines, sleeves and collars. From the conceptual phase to the finished garment, students will have an opportunity for creative use of construction details. Particular attention is given to the expression of personal style, especially when executing the final project, which will show the different technical elements learned. Accurate working and attention to detail are necessary to be successful in this course.

**Prerequisites:** FAS 150 Design Sewing Techniques, or equivalent

## Retailing Management

FAS 265 F

Cr: 3; Contact hrs: 45

Understanding the retail environment by looking at its history and new developments is the objective of this course. Knowing how a store operates and the formats it can take on will help the student become a successful retailer. Multi-channel and international retailing are introduced as well as supply chain management. Students will also learn the importance of Human Resources Management and strategic planning as well as retail strategies.

**Prerequisites:** FAS 100 Introduction to the Fashion Industry, or equivalent (or concurrent enrolment), or an introductory business course

## Knitwear I

FAS 270 F

Cr: 3; Contact hrs: 90

This course is designed to familiarize students with the knitwear market in fashion and with the place of knitwear in a modern fashion collection. It has drawing and experimental components. At the end of the course students will be able to organize and execute knitwear design ideas following a given brief; they will be able to make hand-knitted fabrics and garments, and will have a basic knowledge of the knitwear fashion industry.

**Prerequisites:** FAS 160 Fashion Illustration I, or equivalent; or concurrent enrolment

## Accessories Design

FAS 280 F

Cr.: 3; Contact hrs: 90

Accessory design has increasingly gained importance in the global fashion industry. While often contemporary fashion designers have expanded their brand identity by developing accessories lines, the heritage of many European fashion luxury brands originated in accessory design. This studio course is designed for students who already have an in-depth knowledge of fashion design and the fashion industry. The course includes the design, technical and business skills necessary in the creation of accessory products. Particular attention is given to trend forecasting, design sketching and technical drawings. Students design a small range of accessories and develop a collection portfolio focused on handbags, millinery, shoes, belts. Knowledge of CAD technology is required.

**Prerequisites:** FAS 200 Fashion Design Computer Principles I, and FAS 160 Fashion Illustration I, or equivalents

## History of Costume

FAS 285 F

Cr: 3; Contact hrs: 45

Students explore the historic styles of Western dress and adornment through the ages from the ancient Egyptian period to the 20th century. Costume is viewed within the period context and is related to major historical developments, technology, production, and the economic situation. Also discussed are the arts, societal values, events or specific individuals, insofar as these that can be seen to influence fashions.

**Prerequisites:** Sophomore standing

## Patternmaking II

FAS 290 F

Cr: 3; Contact hrs: 90

Advanced Patternmaking comprehends the following: sleeve, collar, and neckline variations, gathers, pleats, and flares, lining, specialty fabrics. There is a brief introduction to one of the following categories: outerwear, active wear, or evening wear.

**Prerequisites:** FAS 150 Design Sewing Techniques and FAS 180 Patternmaking I, or equivalents

## Fashion Buying Concepts

FAS 300 F

Cr: 3; Contact hrs: 45

Retailing and the fashion business are stimulating, fascinating, and in a process of continual change. Understanding the dynamics and significance of retail buying concepts will be critical to the success of anyone interested in buying, selling or communicating retail consumer fashion products and services. Students will study fundamentals of fashion buying including planning, assorting, pricing and purchasing retail fashion inventories. The effect of different retail formats on purchasing, identification and evaluation of resources and discussions on ethical issues in sourcing are included. With global fashion industry constantly undergoing change, an important part of this class involves understanding current events and how they affect retail buying. This includes the luxury as well as other sectors of the industry, mass market brands and independents. The course is targeted towards students who are looking for careers in fashion buying, merchandising, marketing, design, advertising or public relations and should have already taken classes towards these majors. The ability to work in teams and communicate orally is strongly emphasized.

**Note:** prior fashion retailing and marketing knowledge are beneficial

## History of Italian Fashion

FAS 305 F

Cr: 3; Contact hrs: 45

This course introduces students to the main historical styles, concepts and definitions of fashion and fashion design by following the evolution of Italian fashion from its birth to the present day. The history of fashion is studied using connections, historical documents and other materials to cover relevant time periods, styles or techniques, and focusing on the lives and careers of some of the most significant designers. Special emphasis will be put on the birth of Italian fashion in Florence in 1951 and on major Italian designers including Schiaparelli, Ferragamo, Fontana, Capucci, Valentino, Pucci, Armani, Versace, Dolce e Gabbana, Prada, Gucci, and Cavalli.

**Prerequisites:** Junior standing, or Fashion majors/minors

## Working Group Project in Fashion Design

FAS 312 F

Cr: 3; Contact hrs: 90

In this course students will work together under the supervision of the professor to realize a professional group project.

**Prerequisites:** three semesters in Fashion Design

## Fashion Communication

FAS 314 F

Cr: 3; Contact hrs: 45

In this course students analyze how to convey fashion brand positioning and identity to the final consumer through both

traditional media channels and new digital media channels that include social media, creative intelligence, fashion blogs and fashion web marketing channels. If our response to fashion is intrinsically visual, communicating about fashion demands more than images with impact. Fashion communication includes not only monthly fashion magazines, but every facet of information relating to fashion, in all available media — from names of colors at the dye factory to the latest runway reviews on fashion websites. The course covers trends and technological solutions which must be implemented in order to improve brand value communication. Students learn to analyze different e-commerce strategies, and how to apply such evaluations in the retail politics of a brand. They also examine web marketing and communication strategies. Skills developed include: analytical tools for finding the best ways to integrate direct commercial channels and web-based channels; the ability to find and use social media and marketing research data; strategies that enable brand value to be improved and conveyed to the expanding customer base of the global online fashion market.

**Prerequisites:** FAS 215 Fashion Marketing, or BUS 150 Introduction to Marketing, or equivalents. Recommended: FAS 235 Visual Merchandising, or equivalent

## Draping II

FAS 320 F  
Cr: 3; Contact hrs: 90

This is an advanced draping course in which students will focus on the cut and fit of garments. Students will further their pattern development process and work on bias drape, variations of a collar and sleeve. In the second part of the course students will execute three given projects to interpret according to a personal style and produce finished garments.

**Prerequisites:** FAS 180 Patternmaking I and FAS 250 Draping I, or equivalents

## Product Development

FAS 325 F  
Cr: 3; Contact hrs: 45

This is an advanced course that introduces students to methods used to plan, implement and manage the development of apparel products. Target market description and analysis, trend forecasting, garment styling, materials selection, production and sourcing are all part of the product development and apparel manufacturing process that are presented in this course. Additional topics focus on private label techniques, costing and quality control in the development from concept to product.

**Prerequisites:** Fashion majors/minors of junior standing

## Collection Development

FAS 330 F  
Cr: 3; Contact hrs: 90

This is an advanced design course for students who already have a good knowledge of fashion design and a complete overview of the world of fashion. The course is structured to allow students to work like “real” fashion designers with professional collection planning and a detailed choice of fabrics, yarns and accessories. Students will learn how to organize and plan a fashion collection based on a specific target customer or concept. They will create their first collection, expressing a strong personal style supported by a good presentation and layout and a deep knowledge of the fashion system.

**Prerequisites:** FAS 245 Fashion Illustration II, FAS 250 Draping I, FAS 290 Patternmaking II, or equivalents

## Knitwear II

FAS 332 F  
Cr: 3; Contact hrs: 60

In this course students learn the principles of design and construction for fully-fashioned knitwear, including swatch development, garment construction, and industrial methods of measuring and size development. Analysis and identification of knit fabric structure is another important part of the course; stitches examined in the first level Knitwear course are studied in depth, and more advanced stitches (such as cables, links, and lace) are developed. Each student develops four projects

(both hand-knitted and machine-made) and creates a course portfolio of knitting stitches following fashion trends.

**Prerequisites:** FAS 270 Knitwear I, or equivalent

## Fashion Design Computer Principles II

FAS 335 F  
Cr: 3; Contact hrs: 45

During this course students learn how to transform their creative potential into fashion ideas and apply their ability to efficiently create original ideas by computer. This course prepares the student for designing entire collections from the planning process, through the development of the details (print-patterns, color cards, accessories) and the presentation of the project, to making the “2D rendering” and preparing technical sheets for industry use. Students learn how to make a professional presentation of their own work using the fashion industry standard software Adobe Photoshop.

**Prerequisites:** FAS 200 Fashion Design Computer Principles I, or equivalent

## Apparel Construction

FAS 340 F  
Cr: 3; Contact hrs: 90

This is an advanced sewing course in which students will construct complete garments including lining and interfacings. Special attention will be given to proper fit and working with specialty fabrics. Students will also be introduced to a variety of couture techniques, bustier and jacket construction.

**Prerequisites:** FAS 180 Patternmaking I and FAS 250 Draping I, or equivalents

## Design Workshop

FAS 345 F  
Cr: 3; Contact hrs: 45

This course merges aspects of the design process from concept to realization. Students employ trend and historical research with design principles to produce projects in important apparel categories such as tailoring and special occasion. Fabric and trim sourcing, surface decoration, and applied and structural details are included in project work.

**Prerequisites:** FAS 245 Fashion Illustration II, or FAS 312 Working Group Project, or equivalents

## Luxury Management

FAS 352 F  
Cr: 3; Contact hrs: 45

This course offers students an opportunity to gain an understanding of the socioeconomics of luxury and key business practices related to it in management, marketing and retail. A fascinating as well as a contentious subject, luxury crosses many boundaries and disciplines, yet despite its growing importance receives relatively little examination outside the industry itself. The course examines luxury both as concept and global reality and addresses historical development, contemporary political, economic and social functions, and continuing impetus for design, popular culture, and the arts. Analysis of luxury’s relationship with desire, status, exclusivity, excess, consumption and economic value helps to reveal why even during global economic recession the demand for luxury goods and services climbs to new levels. Students examine how the consumption of luxury is being questioned, expanded and transformed by new variations such as “affordable luxury,” “sustainable luxury,” or “mass luxury.” Exploring a wide range of case studies, many Italian and not limited to fashion, students learn management essentials from the luxury perspective, applying the critical tools that make the difference in developing successful strategic plans and managing the retailing element.

**Prerequisites:** BUS 150 Introduction to Marketing and FAS 265 Retailing Management, or equivalents

## Trend Forecasting

FAS 355 F; Dual listed: JWY 355 F; INT 355 F  
Cr: 3; Contact hrs: 45

This course is designed to promote research and analytical skills by teaching the key methods to forecast fashion trends and by exploring processes and methods used to define short and long

term industry forecasts. Students will acquire key techniques in research and analysis, as well as skills to create impactful and accurate scenarios predicting future and emerging fashion trends. They will learn the difference between macro trends and close-to-season trends, and why trend forecasting is primary to the fashion business. The course will also explore a key figure: the cool hunter, who decides today what the consumer will buy tomorrow, analyzing diverse preferences and social trends from urban to suburban environment and from luxury to street influences. Students will examine the forecasting framework and the cool hunter's position in the design product development process, passing through the analysis of trend information and reports, colors and material forecasting as well as marketplace dynamics and consumer research. Students will not only be trained to "foretell the future" but will also learn how to apply this information in the real world. Companies, from automotive and apparel to household products, increasingly value this information in order to stay a step ahead.

**Note:** knowledge of Adobe Illustrator/Photoshop required

**Prerequisites:** Fashion / Interior / Jewelry majors

## Fashion Design and Apparel Construction Internship

FAS 362 F

Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Fashion Design and Apparel Construction. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary.

The placement is with small fashion boutiques and related businesses. Interns develop and carry out various activities which may include but are not limited to: product development, working on fabric/garment prototyping, cutting and sewing of garments and accessories, design assistance, window display, merchandising, customer relations.

**Note:** placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, portfolio. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term and an Italian language placement test. Fluency in Italian is advantageous.

**Prerequisites:** 1) Fashion Design / Product Development majors of junior standing 2) Elementary Italian 2 completed (ITL 102 level) and concurrent enrolment in an Italian class

## Fashion Marketing, Retail Management and Merchandising Internship

FAS 363 F

Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Fashion Marketing, Retail Management and Merchandising. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary.

Placements are with independent fashion and related businesses, boutiques, galleries, and offices. Interns develop and carry out various activities which may include but are not limited to: retail management, visual merchandising, events, sales, customer service, sales and inventory reports, marketing and social media networking, photography and cataloguing of products, development of advertising ideas, creation and diffusion of press releases, and e-commerce.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term and an Italian language placement test. Fluency in Italian is advantageous.

**Prerequisites:** 1) Fashion Marketing / Fashion Merchandising

majors of junior standing 2) Elementary Italian 2 completed (ITL 102 level) and concurrent enrolment in an Italian class

## Merchandise Planning and Control

FAS 365 F

Cr: 3; Contact hrs: 45

This course provides a basic knowledge of the mathematical concepts and calculations involved in profitable merchandising. Students work with actual retailing scenarios to apply merchandising formulas such as open-to-buy, mark-up, and stock turnover.

**Prerequisites:** FAS 300 Fashion Buying Concepts, or equivalent

## Portfolio in Fashion Design

FAS 380 F

Cr: 3; Contact hrs: 90

This advanced fashion design course is structured in order to give students a personal professional portfolio. The course will be divided in two parts: in the first part students will work on their fashion collection, starting with their previous projects and adding new specialized ones. In the second part of the course, these projects will be transferred to computer, creating a digital portfolio that will add to the paper one. Special attention will be given to a professional presentation of the portfolios and to preparing students to enter in the job system by executing focused projects like the creation of a personal resume, business card and a digital brochure. Students will improve their sketching and rendering skills, they will work on up-to date trend research and present accurate and detailed layouts.

**Prerequisites:** FAS 200 Fashion Design Computer Principles I, FAS 245 Fashion Illustration II, or equivalents

## Global Fashion Merchandising

FAS 382 F

Cr: 3; Contact hrs: 45

This course analyzes the multiple merchandising practices, in a global context, of both retail and wholesale fashion apparel companies use around the world. It explores diverse historical, organizational and cultural concepts of emerging countries in eastern and western Asia, South America and Mexico where company managers and merchandisers source raw materials and view potential production sites. The comparative analysis with the American merchandising system includes an examination of cultural, religious, and legal systems and political landscapes and their impact. Students will learn the different practices necessary to work in a global environment.

**Prerequisites:** FAS 100 Introduction to the Fashion Industry and BUS 150 Introduction to Marketing; or FAS 265 Retail Management, or equivalents

## Collection Production

FAS 400 F

Cr: 3; Contact hrs: 90

In this capstone course students will apply acquired knowledge to realize a small collection with given requirements. They will carry out from concept through line development three to five complete outfits to be presented and judged during finals in a fashion show or exhibition. Emphasis is placed on creativity, originality, technical skill and execution, as well as marketability.

**Prerequisites:** FAS 340 Apparel Construction or equivalent

## Fashion Employment Seminar

FAS 415 F

Cr: 1; Contact hrs: 15

This course for upper-level fashion students helps them to launch themselves in a career in the world of fashion. It equips students already trained in some aspect of the fashion business to present themselves to fashion companies with a view to acquiring a first full-time job in the business. Fashion Design and Fashion Marketing and Merchandising students will work on their portfolios, create resumés and business cards, write cover letters, and prepare interviews.

**Note:** English composition and speech are highly recommended to be successful in this course. Students who have elements useful for portfolios are encouraged to bring them.

**Prerequisites:** Junior standing and three semesters of Fashion courses

## Fashion Entrepreneurship

FAS 430 F  
Cr: 3; Contact hrs: 45

In this course students plan a virtual company from concept to creation. This entails writing a business plan, analyzing market & competition, creating the image, registering a name, selecting a location, managing human resources. Although focused on fashion, this upper-level course has general applicability.

**Prerequisites:** Fashion Merchandising majors/minors of junior standing

## GRA - Graphic Design

### History of Graphics and Illustration

GRA 150 F  
Cr: 3; Contact hrs: 45

This course deals with the history of graphic design and illustration and how it was interpreted in different cultures from the late 1800s to the present. We will investigate the origins of modern graphic design developed in Europe, Russia and in the United States and how it relates to ancient graphic design created in the Near and Far East, Europe and the Americas. The course will present an in-depth study of graphics which can mean signs, letters of the alphabet, lines of a drawing, colors of a painting, and dots of a photograph. They all form images and they all convey an idea.

### Digital Sketchbook

GRA 165 F; Dual listed: PDM 165 F  
Cr: 3; Contact hrs: 90

In this course students combine traditional and digital media. In drawing sessions in various locations in the historic center of Florence, students learn basic drawing concepts, followed by one-on-one instruction with the instructor to create drawings suitable for the computer lab sessions. These manual drawing sessions focus on creating three-dimensional space through the use of linear perspective and construction of complex forms using simple volumes, on the drawing of the sculpted and live human figure, and on creating balanced and interesting compositions. In the computer sessions students learn to scan selected drawings from the city drawing sessions and paint them digitally using Photoshop. Students explore painting concepts applicable to both traditional and digital painting and the most relevant and useful Photoshop functions. In the course students create multiple versions of each painting (for example, day and night versions of one scene). Projects include painting a set of images using gouache, and developing and modifying with Photoshop one or more of their traditionally painted images. In this way students discover benefits and drawbacks of the traditional and graphic approaches.

### Graphic Design

GRA 170 F  
Cr: 3; Contact hrs: 90

This course gives students a theoretical and practical introduction to graphic design in the era of digital communication. Students follow a program based on practical applications, realized entirely with computer graphic techniques. The constant search for the harmony of shapes, colors and words goes together with the learning of the most modern digital graphic techniques. During the course bidimensional vector graphics will be used for the realization of all the assigned projects. The fundamental concepts of the manipulation of the images are also taught to complete the same projects. In consideration of the great importance that advertising has in this course, student projects address communication issues, exploring the principal media and investigating ways of working with different targets. Curiosity and an inclination for research are the essential characteristics of students interested in this course. Students must be familiar with the computer environment. Professional printing skills are developed in a commercial printing center.

**Note:** concurrent enrollment in GRA 185 Digital Graphic Techniques Fundamentals is recommended.

### Graphic Design (Summer only)

GRA 171 F  
Cr: 3; Contact hrs: 45

This course gives students a theoretical and practical introduction to graphic design in the era of digital communication. Students follow a program based on practical applications, realized entirely with computer graphic techniques. The constant search for the harmony of shapes, colors and words goes together with the learning of the most modern digital graphic techniques. During the course bidimensional vector graphics will be used for the realization of all the assigned projects. The fundamental concepts of the manipulation of the images, are also taught to complete the same projects. In consideration of the great importance that advertising has in this course, students projects address communication issues, exploring the principal media and investigating ways of working with different targets. Curiosity and an inclination for research are the essential characteristics of students interested in this course. Student must be familiar with the computer environment. Professional printing skills are developed in a commercial printing center.

**Note:** concurrent enrollment in GRA 185 Digital Graphic Techniques Fundamentals is recommended.

### Digital Graphic Techniques Fundamentals

GRA 185 F  
Cr: 3; Contact hrs: 90

This course trains students in the basics of computer graphics, developing foundational techniques and skills in the standard set of software applications for the design field. Image optimization and manipulation, graphic illustration basics and web design principles are covered extensively. Students work on individual practical projects, image make-ups, graphic illustrations, and web layout design. Professional printing skills are developed in the context of a commercial printing center.

### Digital Graphic Techniques Fundamentals (Summer and Intersession only)

GRA 186 F  
Cr: 3; Contact hrs: 45

This course trains students in the basics of computer graphics, developing foundational techniques and skills in the standard set of software applications for the design field. Image optimization and manipulation, graphic illustration basics and web design principles are covered extensively. Students work on individual practical projects, image make-ups, graphic illustrations, and web layout design. Professional printing skills are developed in the context of a commercial printing center.

### Foundations of Visual Communication

GRA 190 F; Dual listed: COM 175 F  
Cr: 3; Contact hrs: 90

This course is essential for all students that, either as beginners in graphic design or with previous experience in digital graphics, desire to learn the secrets of "good design". The aim of the course is to assist students in developing intellectual skills and familiarity with the rules which underpin the creation of graphic works that convey both aesthetic quality and communicative power. The course is structured into a series of projects, lectures, analyses and drawing exercises which, through the application and study of design theories, aim at offering students a methodology for solving graphic and visual projects. Topics include: B/W techniques, layouts and grids, colors and shape balance, mirror and rotational symmetries, repetitive patterns, archetypes and primary shapes, fonts and typography, studies of visual languages and cultural backgrounds, analysis of styles and artwork, rules to derive families of shapes and colors, formats and harmonic proportions such as the diagonal of the square, icons, logotypes and trademarks, studies of 3D models and packaging. The course places emphasis on the learning of graphic design principles and concepts that are independent from the tools used for production (digital or manual techniques). There is a focus on learning from the great tradition of Italian design, and the student is encouraged to make the most of the visual and cultural experience offered by the city of Florence.

## Foundations of Visual Communication (Summer only)

GRA 191 F; Dual listed: COM 176 F  
Cr: 3; Contact hrs: 45

This course is essential for all the students that, either as beginners in Graphic Design or with previous experience in Digital Graphics, desire to learn the secrets of “good design”. The aim of the course is to assist students in developing intellectual skills and familiarity with the rules which underpin the creation of graphic works that convey both aesthetic quality and communicative power. The course is structured into a series of projects, lectures, analyses and drawing exercises which, through the application and study of design theories, aim at offering students a methodology for solving graphic and visual projects. Topics include: B/W techniques, layouts and grids, colors and shape balance, mirror and rotational symmetries, repetitive patterns, archetypes and primary shapes, fonts and typography, studies of visual languages and cultural backgrounds, analysis of styles and artworks, rules to derive families of shapes and colors, formats and harmonic proportions such as the diagonal of the square, icons, logotypes and trademarks, studies of 3D models and packaging. The course places emphasis on the learning of Graphic Design principles and concepts that are independent from the tools used for production (digital or manual techniques). There is a focus on learning from the great tradition of Italian design, and the student is encouraged to make the most of the visual and cultural experience offered by the city of Florence.

### Web Design

GRA 215 F  
Cr: 3; Contact hrs: 45

This course gives students the knowledge of the essential techniques of web design. When starting to study this vast subject, students will follow a theoretical program structured by the step-by-step learning of the fundamental concepts of the world of Information and communication technology. Students will first acquire the fundamentals, then they will use the most advanced techniques of digital editing to work on graphic design. The course is based on communication, and students will be stimulated to realize projects oriented to multimedia communication. Curiosity and an inclination for research are the essential characteristics of students interested in this course. Student must be familiar with the computer environment.

**Note:** concurrent enrollment in GRA 185 Digital Graphic Techniques Fundamentals is recommended.

### Comic Art

GRA 220 F; Dual listed: PDM 220 F  
Cr: 3; Contact hrs: 60

In this course students learn how to write with pictures and as the final project create their own complete comic book. Students will learn how to write, draw and digitally color their story. The course first looks at the art of telling stories. Visits to various historical locations help to reveal how stories have been told in the past through images. Lessons train students to apply basic drawing concepts, linear perspective, coloring and composition to the art of comics. Teaching one-on-one, the instructor takes students through the entire process of making comics, including the creation of pages suitable for painting in the computer lab sessions. All successful comic artists share a grasp of effective body language and facial expression, and the ability to create a rich and believable world inhabited by convincing characters. The vast diversity of comics styles and genres, including the graphic novel, will be presented and each student will be lead to work within those that are most suitable. The project emerges from students' close understanding of these and other specific elements and tools.

### Publishing Design

GRA 260 F  
Cr: 3; Contact hrs: 45

This course guides students to the realization of projects that have a real professional purpose. The course is based on the realization of the corporate identity of an existing business and on the launch of a new commercial product. This course

explores all the theoretical, practical and technical aspects of the profession of the graphic designer, and gives students a detailed knowledge of bidimensional vector design. The skills of each student are taken into consideration in defining with the teacher the most appropriate individual program. Publishing Design is a course for intermediate/advanced students. Curiosity and an inclination for research are the essential characteristics of students who are interested in this course. Professional printing skills are developed in a commercial printing center.

**Prerequisites:** GRA 170 Graphic Design and GRA 185 Digital Graphic Techniques Fundamentals, or equivalents

### Workshop in Graphic Design

GRA 262 F  
Cr: 3; Contact hrs: 45

Conceived for students who have already learned how to develop graphic design concepts and expect to test themselves through more ambitious projects, the course gives them the opportunity of learning by working on real cases with effective professional purposes. The core of assignments consists of a professional brief to be analyzed and discussed in order to develop successful solutions. Projects entail real challenges offered by firms or by competitions released by crowdsourcing platforms; the instructor will help students to understand specific project objectives, and to learn and refine the best techniques with which to realize their proposals. Activities include work group sessions. Projects may be printed, web-based, or hybrid, and a presentation is required. This is a course for intermediate students.

**Prerequisites:** GRA 170 Graphic Design and GRA 185 Digital Graphic Techniques Fundamentals, or equivalents

### Creative Processes in Visual Communication

GRA 280 F  
Cr: 3; Contact hrs: 90

This is an intermediate course in graphic design that places emphasis on creativity and on learning the principles of aesthetic quality, both peculiar aspects of “Italian Style.” Visual perception rules, structural grids, harmonic proportions, color contrasts and spatial relations of shapes as well as drawings and geometrical constructions, are among the subjects treated throughout the lessons and developed through projects and exercises. Students from all over the world will be offered a unique experience given the fact that the instruction offered is deeply rooted in the environment in which it takes places. They will be surrounded by artworks and they will be taught how to understand and how to interpret them as a source of creativity. This course is suitable for students with a graphic design background, willing to discover a new approach to these studies. It is also appropriate for art students wishing to learn more about graphic arts related to communications and advertising.

**Prerequisites:** GRA 170 Graphic Design, or equivalent

### Web Marketing

GRA 290 F  
Cr: 3; Contact hrs: 45

This course guides students in the realization of Web marketing projects. The rapid development of the web has had a great impact on marketing activities. Internet is nowadays the most powerful advertising medium able to reach specific targets. This course analyzes all the tools currently used by a web marketing expert. Software and technological resources are used in a professional way, stimulating research as well as individual and group investigation of specific topics. Web marketing is a course for anyone with basic know-how of Internet and the Web. On the first day of class students will be subjected to an admission test including practical exercises.

### Dynamic Web Design

GRA 295 F  
Cr: 3; Contact hrs: 45

Cascading Style Sheets (CSS) have become the real state of the art of web design. While standard XML and HTML rely on stylesheets for all stylistic presentation, the Web Accessibility Initiative makes use of CSS for improving access, and future

work on HTML and XML will continue to make heavy use of CSS. In this course students learn how to design, develop and publish a web 2.0 dynamic publication. Students develop a preliminary working understanding of how to code for the web using CSS and establish an awareness of the inconsistencies in rendering CSS between browsers. Secondary course goals include increasing students' abilities to create effective pages using CSS methods, based on php platforms.

**Prerequisites:** GRA 215 Web Design, or equivalent

## Workshop in Creative Advertising

GRA 305 F

Cr: 3; Contact hrs: 45

Why can one advertisement seem so "cool" and another one look so uninspiring? Is it simply a matter of personal talent or are those working in the advertising industry following a set of rules? Do you think you can do it better? Advertising is not a simple or random combination of images. The task of advertising is to build a positive perception of the product in the consumer's mind. Every commercial, every magazine ad, every TV promotion is designed to deliver an advertising message to a particular audience. In marketing and advertising science this audience is called the "target audience". This course gives students the possibility to express their own creativity within the boundary of the rules and limitations in an advertising project. Students will be required to realize different advertisements on given themes, following strictly the briefing that they will receive. Exercises will be undertaken using computer graphics. The idea is to simulate as far as possible the conditions of work of a real advertising agency. This is a course for intermediate students.

**Prerequisites:** GRA 260 Publishing Design (or GRA 262 Workshop in Graphic Design) and COM 180 Mass Communication, or equivalents

## Graphic Design Project Development

GRA 310 F

Cr: 3; Contact hrs: 90

This course is specifically designed for all those students who, having had previous experience in graphic design, desire to create a well presented portfolio of projects, highly refined and developed through an approach that places emphasis on aesthetic and functional quality. The first part of the semester will cover all aspects of the most important areas of graphic design printed works such as: corporate identities, typography, icons, wrapping papers, packaging, logos, color palettes, photo and illustration management, fonts and creative book making. The second part will concentrate on the selection, definition and refinement of projects that will be presented in a nicely and effectively structured portfolio to be printed and either bent or packed. This class best meets the requirements of those students who are willing to expand their experience in graphic design through an approach that is deeply rooted in Italian culture and the Florentine environment. Students with a strong background in graphic design will improve their work by obtaining insights into the culture of aesthetic quality and different ways of looking at projects.

**Prerequisites:** GRA 170 Graphic Design and GRA 185 Digital Graphic Techniques Fundamentals, or equivalents

## Professional Blog Design

GRA 315 F

Cr: 3; Contact hrs: 45

The term "web authoring" expresses the concept of "programming, by non-programmers." All the practical and functional aspects of interactive multimedia communication are analyzed using a large theoretical and informative base. Students will become familiar with this large subject in order to be able to operate strategic, rational and creative choices in the field of web publishing. The teacher will stimulate the students towards group collaboration for the realization of a practical project that is a collective blog. The most popular software and technologies for the web will be analyzed in depth, and discussed and employed for the realization of the goals of the course. This is a course for intermediate students. Curiosity and an inclination for research are the essential requirements for students enrolling in this course.

**Prerequisites:** GRA 185 Digital Graphic Techniques Fundamentals, or equivalent

## Web Animation

GRA 320 F

Cr: 3; Contact hrs: 45

This course is geared toward the realization of digital animation for the web. The program is mainly based on the use of the most popular techniques in this field. Students learn to use the best and most appropriate software on a methodological, theoretical and practical basis. They realize their own ideas applying techniques learned through the intense use of software for graphic animation and languages used for programming interactive applications. This is a course for intermediate/advanced students.

**Prerequisites:** GRA 170 Graphic Design and GRA 215 Web Design, or equivalents

## Character Design

GRA 325 F

Cr: 3; Contact hrs: 45

Building on a basis of anatomy, perspective and visual communication principles, the course guides students toward the acquisition of confidence in the creation of artistic subjects in the digital era. The main goal of the course consists in the creation of a set of characters delivered as vector graphic elements, ready to be implemented as comic-style and digitally animated cartoons. The course covers all steps of the creative process, from initial hand-drawn sketches of the subjects to the creation of an illustrated storyboard to digital realization as cartoons and comic subjects. As this course is taught at an intermediate/near-advanced level, students must be familiar with both hand- and digital-drawing techniques.

**Prerequisites:** GRA 260 Publishing Design (or GRA 262 Workshop in Graphic Design), or equivalent

## Rendering Essentials

GRA 330 F

Cr: 3; Contact hrs: 90

The goal of this course is to give students the fundamental bases to integrate 2-D design environments with virtual rendering techniques. The theoretical and practical aspects of the subjects are analyzed to provide students with a solid base of knowledge that they will use to solve practical applications during the course. The course is based on the development and integration of 2D projects into the third dimension. Particular emphasis is given to the rendering of three-dimensional projects for professional purposes, for instance, projects of mass products, virtual spaces, graphic symbols and packaging. At the end of the course, students will have an essential background for facing the demanding requirements of 3D. Practical projects will be realized in order to provide students with a professional approach to various problems. This is a course for intermediate/advanced students.

**Prerequisites:** GRA 260 Publishing Design (or GRA 262 Workshop in Graphic Design), or equivalent

## Graphic Center Internship: LdM Printing Center

GRA 360 F

Cr: 3; Contact hrs: 135

This internship gives participants an opportunity for hands-on activity in the Graphic Design field. Through the internship in the Tetriz Lab, (the Lorenzo de' Medici printing center), students learn everything about professional print services such as the design and printing of brochures, leaflets, booklets, posters, top-quality images, textiles, t-shirts, etc. Interns become part of the printing center staff, which provides fundamental services to the LdM community. Students acquire a professional experience in establishing and maintaining business relationships, store administration and promotion, and problem solving. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an on-site interview during the first week of the term.

**Prerequisites:** Graphic Design majors of junior standing. Fluency in Italian may be advantageous but is not required

## Graphic Design Internship

GRA 361 F

Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Graphic Design. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary.

The placement is with advertising and communications agencies. Interns develop and carry out various activities which may include but are not limited to: graphic design, packaging, corporate identity, posters, catalogs, logos, layout of applications and e-commerce websites, web programming, art direction.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, portfolio. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Graphic Design majors of junior standing. Technical requirements: proficiency in Adobe Photoshop, Illustrator, InDesign, Dreamweaver, Mac computers. Recommended: creativity, drawing skills / web programming knowledge. Fluency in Italian may be advantageous

## Motion Graphic Techniques

GRA 370 F

Cr: 3; Contact hrs: 90

This course is a guide to the professional aspects of multimedia advertising. Through the employment of the most appropriate technological resources, the student learns all the essential elements for the realization of digital video productions. This course emphasizes creativity as well as personal and collective research. Students acquire solid theoretical bases and advanced use of software to become editors of advertising promotionals, video clips and motion trails. This is a course for advanced students.

**Prerequisites:** GRA 260 Publishing Design (or GRA 262 Workshop in Graphic Design), or equivalent

## Advanced Imaging

GRA 380 F

Cr: 3; Contact hrs: 45

The image is the core of the creative process for advertising. The analysis, the choice and the manipulation of images are essential activities to create the advertising message. This course guides the student through the logical and practical processes for the transformation of the image into advertising formats. Students analyze a variety of examples to study how to develop the image. Through semiotics and the most modern persuasive techniques, students learn how to stimulate in consumers the desire for products and services. The program focuses on the functional aspects of the image. The most advanced technological resources help students to manipulate images according to the goals of different projects. By the end of the course students will have acquired a professional ability to act as image editor in the advertising field. This is a course for advanced students. Professional printing skills are developed in a commercial printing center.

**Prerequisites:** GRA 305 Workshop in Creative Advertising, or equivalent

## Brand Design

GRA 382 F

Cr: 3; Contact hrs: 90

Today a professional graphic designer is often called upon to extend his/her interest to fields that just a few years ago were very far from the natural focus of the designer. With this in mind, the present course drives students through the process of inventing a new brand, starting from the analysis of pertinent economic trends, then understanding where the consumer's choice will be addressed in the near future and last, based on these studies, finalizing everything into the creation of a new brand complete with all the features that regard graphic design: name, logo related to corporate identity, general look & feel, payoff, slogans and multi-media formats. This course carries the range of activity of the graphic designer into the areas of marketing and copywriting. This is an advanced course.

**Prerequisites:** GRA 305 Workshop in Creative Advertising, or equivalent

## Web Authoring

GRA 390 F

Cr: 3; Contact hrs: 45

This course will immerse the student in the processes of planning, designing, and building a professional website based on a web-log open source engine. Most of the semester will be spent working in a creative team to create a corporate news-blog for a real nanopublishing company. We will focus on pre-production planning, establishing the guidelines and setting the structure of the project; the mission is to build an interactive web-log ready to launch at the end of the course. We will investigate the concepts and technical skills required to install and to manage an interactive web-log based on html, xml and php applications. Students will also design all the graphic elements of the web-log, using professional software such as vector graphics software and raster software. The essentials of on-line editing and site management will be mastered by the students. This is a course for intermediate and advanced students. Curiosity and an inclination for research are the essential requirements for students enrolling in this course.

**Prerequisites:** GRA 185 Digital Graphic Techniques Fundamentals and GRA 315 Professional Blog Design, or equivalents

## Mobile Web Design

GRA 392 F

Cr: 3; Contact hrs: 45

This course guides students in the realization of projects to be published on the so-called MobileWeb. The rapid increase of mobile devices must be taken into consideration by anyone involved in the web field. The social, but also financial procedures that can be carried out by mobile devices are becoming more and more important. This course analyzes the graphical techniques useful to build up a mobile website. Some software and technological resources to test and improve the mobile project are considered. This is a course for intermediate/advanced students.

**Prerequisites:** GRA 315 Professional Blog Design, or equivalent

## Graphic Design for Advertising

GRA 400 F

Cr: 3; Contact hrs: 45

Branding, naming, lettering, copywriting and imaging; these concepts and their techniques - the basis of the advertising - will become familiar to students enrolled in this course. Starting by understanding the fundamentals of art direction and copywriting, students will learn how to analyze the characteristics of a brand, a product, or a cultural event and how to extract the key-points on which they will build an effective advertising campaign. An introduction oriented toward marketing will guide students in the analytic process by which they will be able to identify the appropriate target for their campaign. The course is based on the creation of graphic illustrations, logotypes and trademarks, on the manipulation of images and the basics of typography and lettering. As essential tools in modern advertising productions, students will learn how to use computer hardware and software and digital devices such as printers, scanners, digital cameras and the

basis of global communication via the Internet. This is a course for advanced students.

**Prerequisites:** GRA 260 Publishing Design (or GRA 262 Workshop in Graphic Design), or equivalent

## Computer 3D Animation

GRA 405 F; Dual listed: INT 375 F  
Cr: 3; Contact hrs: 90

The aim of the course is to introduce students who already have a basic knowledge of static rendering to the next level of computer graphics: animation. Students learn to create animations of their projects in order to achieve a more striking impact in their presentations. Typical subjects treated include: to represent flying and walking through 3D architectural spaces; to design objects that will be assembled using animation techniques; to control light changes during the day in interior design projects with time lapse animation; to propose different solutions/assets for open space offices that change dynamically; to animate logos. After having learned the basic techniques of animation students will continue to the editing process, to scripting, and to how to distribute and make visible their animated presentations in different media, from DVD to internet and mobile devices.

**Prerequisites:** GRA 330 Rendering Essentials, or INT 350 Computer Rendering in Interior Design, or equivalents

## INT - Interior Design

### Interior Design I

INT 160 F  
Cr: 3; Contact hrs: 90

The course is an overview of the interior design profession. It introduces the student to the fundamental concepts of design, basic space planning and furnishing. Starting from the survey of an existing space, the student learns how to present it through drawings. From a simple room like a kitchen or a bathroom and ending with a small residential apartment, the student will face all the problems concerning designing; from drawing representation and the scale system, to the choice of materials and colors. Exercises and projects will be started in class under the supervision of the instructor and then continued and finished individually.

### Interior Design I (Summer only)

INT 161 F  
Cr: 3; Contact hrs: 45

The course is an overview of the interior design profession. It introduces the student to the fundamental concepts of design, basic space planning and furnishing. Starting from the survey of an existing space, the student learns how to present it through drawings. From a simple room like a kitchen or a bathroom and ending with a small residential apartment, the student will face all the problems concerning designing; from drawing representation and the scale system, to the choice of materials and colors. Exercises and projects will be started in class under the supervision of the instructor and then continued and finished individually.

### Product Design I

INT 170 F  
Cr: 3; Contact hrs: 45

Paolo Fossati, an Italian expert of industrial design, stated: "Design means to create a strict connection between ideation and production." Giovanni Klaus Koenig claimed that "design is like a bat, half bird and half mouse". Starting from these two statements (one strictly formal, the other perceptive and witty) the aim of this course is to understand the term "industrial design" but chiefly the phenomena which modern human beings experience daily, if unconsciously. The design of objects destined to be manufactured by industries should have an essential quality of art. Although "art" is difficult to define, students learn that the designer's work applies not only to the study of techniques, types of materials, assembly and problems concerning serial production and so on, but also, and most importantly, to their formal and artistic values. The course deals with the subject of design in a broad perspective which

includes product design, industrial design and interior design. The aesthetic, cultural, philosophical and technical elements of the subject will be redefined through lectures and exercises. The teaching method is interactive and lessons involve slide lectures, readings, field trips to stores, exercises in basic design and discussions. Some classes focus on the history of design, Italian production and semiotics.

## Perspective Drawing and Rendering

INT 180 F  
Cr: 3; Contact hrs: 90

This course aims to give students the ability to render and represent an interior space and a product design object. Students will learn drawing techniques and their professional applications, without the use of the computer, both freehand and with the aid of technical tools. The elements will be rendered in detail, including finishes, fabrics, furniture and accessories of many different materials (wood, plastic, stones etc.), using rendering tools such as Promarker or other professional markers, chalks and watercolors. Issues of presentation and different methods of representation, including sketching, and technical 2D and 3D drawing, will be covered.

## Technical Drawing

INT 181 F  
Cr: 3; Contact hrs: 45

The module aims at proving students with the necessary skills and notions to perform geometrical orthographic projections, axonometry and perspective. The different methods of geometrical presentations are taken into account and students will learn how to draw a plan, a section and elevations. Students will also enhance their ability in sketching and rendering for interior and product design and in understanding construction drawings with codes and dimensions. The module is taught through lectures, case studies and graduated practical exercise and assignments are designed to enable students to learn geometrical drawings to use as instruments for their future project in interior and product design.

**Prerequisites:** INT 180 Perspective Drawing and Rendering, or equivalent

## Perspective Drawing and Rendering (Summer only)

INT 182 F  
Cr: 3; Contact hrs: 45

This course aims to give students the ability to render and represent an interior space and a product design object. Students will learn drawing techniques and their professional applications, without the use of the computer, both freehand and with the aid of technical tools. The elements will be rendered in detail, including finishes, fabrics, furniture and accessories of many different materials (wood, plastic, stones etc.), using rendering tools such as Promarker or other professional markers, chalks and watercolors. Issues of presentation and different methods of representation, including sketching, and technical 2D and 3D drawing, will be covered.

## CAD for Interior Design I

INT 190 F  
Cr: 3; Contact hrs: 90

This course introduces students to the use of the computer for interior design, as a drawing tool and an important management tool in the process of developing a project. The course also introduces students to the use of computer aided drawings for interior design. Computer graphics concepts and theory are presented through lectures and hands-on experience. Topics include bitmap versus vector graphics, color theory and management, graphics file formats, and 2D applications as they relate to design disciplines. The concepts and techniques of creating, viewing, and manipulating technical drawings will be examined. Through the generation of plans, sections and elevation, students develop an in-depth understanding of the design process as a collaboration of different matters.

## Design for Living Spaces

INT 210 F  
Cr: 3; Contact hrs: 90

In this course students learn to focus their analytical and technical skills in creating design solutions for living spaces as diverse in type as contemporary lifestyles and needs (single unit, family, social care, etc.). Students produce projects that must respond to specific requirements of clients: space, technical, emotional atmosphere, accessibility, and so on. Students are encouraged to explore design solutions that reflect definite decorative and architectural approaches. Programming, building code issues, space planning, and furniture arrangement receive special attention. In the project students consider functional as well as aesthetic aspects, seeking to formulate a good solution, appropriately presented.

**Prerequisites:** INT 160 Interior Design I, or equivalent

## Architecture and Fashion

INT 211 F; Dual listed: ARC 211 F  
Cr: 3; Contact hrs: 45

Architecture and fashion design are becoming close fields. Important fashion districts are modifying the built environment of many cities around the world and the major fashion labels use their showrooms and headquarters as a display of their style. The form, technique and materials of some buildings are increasingly intended to resemble clothing or fashion accessories; architects staple, pleat, drape, cut and so on. At the same time some fashion designers are drawing inspiration from architecture. In this course students explore buildings and interiors as an aspect of today's visual culture, with special emphasis on similarities and differences with contemporary fashion. The role of the human body and the architectural movements which have led to these developments are also explored. Students will be stimulated to understand the common basis of the two fields, exercising themselves in comparative case studies. Considerable attention will be given to Florence's fashion district. The last part of the course investigates ways in which architects express the style of today's fashion brands and with what results.

## Design for Living Spaces (Summer only)

INT 212 F  
Cr: 3; Contact hrs: 45

In this course students learn to focus their analytical and technical skills in creating design solutions for living spaces as diverse in type as contemporary lifestyles and needs (single unit, family, social care, etc.). Students produce projects that must respond to specific requirements of clients: space, technical, emotional atmosphere, accessibility, and so on. Students are encouraged to explore design solutions that reflect definite decorative and architectural approaches. Programming, building code issues, space planning, and furniture arrangement receive special attention. In the project students consider functional as well as aesthetic aspects, seeking to formulate a good solution, appropriately presented.

**Prerequisites:** INT 160 Interior Design I, or equivalent

## Aesthetics of Design: Theory and Practice

INT 220 F; Dual listed: ARC 220 F  
Cr: 3; Contact hrs: 45

This course applies the methods and concepts of aesthetics (the investigation of what makes something a work of art) to the field of design (including product design, interior design, architecture, and graphic design). Students investigate issues relating to the creation, value and experience of design, and they analyze and attempt to resolve problems relating to design as a form of art. One part of the course concentrates on meanings of formalism and expressionism; another part explores issues that are involved in the evaluation of design such as cultural, social and political environments. Specific attention is given to Italian Design, from its Renaissance heritage to the decades that made it internationally famous (1960s-80s). Comparisons are made with Modern and Contemporary International Design. Students are encouraged to make the most of the visual and cultural experience offered by the city and by the international environment of the institute.

**Prerequisites:** INT 170 Product Design I, or ART 180 Art History I, or ART 186 Art History II, or equivalents

## Design Materials

INT 240 F  
Cr: 3; Contact hrs: 90

The course focuses on different aspects of materials for design, providing students with an understanding of materials and methods of interior constructions. Through the use of slides we will analyze the links between the emergence of a new design style and the use of an innovative material, from the Industrial Revolution to the present. The course will provide information about the materials existing in the design and building industry and craftsmanship, but it will also stimulate the student's curiosity and creativity in searching new materials (maybe already in use in other fields of technology or brand new materials). The course will analyze the main characteristics, mechanical properties, durability and workability of a range of materials including: stone, wood, fabric, paint, plaster, ceramic, plastic, rubber, resin, metal, glass, composite materials, carbon fiber, Teflon coated fiberglass, Kevlar, fiber optic fabrics, acid or laser cutting, ecological and reused materials. Particular attention is devoted to the study of finishing and surfaces, the choice of colors, according to the final image of the work to design. The course provides the students with the tools for analyzing the properties and requirements of interior spaces or objects and choosing appropriate materials according to functional and aesthetic needs, sustainable and ecological requirements, and the image they want to communicate. Students learn to explore different spaces or objects and how they relate to the functional and aesthetic requirements of a specific project, through the choice of appropriate materials.

**Prerequisites:** 1) INT 160 Interior Design I or INT 170 Product Design I 2) INT 190 CAD for Interior Design I, or equivalent

## Interior Design II

INT 250 F  
Cr: 3; Contact hrs: 90

Starting from the survey of an existing place and learning how to present it through drawings (plans, sections, elevations), the student will deal with the solution of a given project in its entirety from marketing through the identification of targets to the solution of technical problems and layout. The project will consider the functional and the aesthetic aspects, trying to formulate a good solution and present it in the appropriate way. The project process starts with the visit or explanation of the area. In class the students will examine and discuss some examples of finished projects and focus on the main elements and aspects of the project theme. The project will be composed of a general layout and inspiration board, plans, elevations, sections, perspective drawings and sketches. Each project will be presented in class during the exam day; all the presentations will be colored and integrated with images, photos, materials.

**Prerequisites:** INT 160 Interior Design I, or equivalent

## CAD for Interior Design II

INT 290 F  
Cr: 3; Contact hrs: 90

The course objective is to give a basic knowledge of three-dimensional drawing and solid modeling. This course provides students with the basic tools for studying and presenting design concepts in three-dimensional form, and exploring the methods and materials of model construction. Topics include solid generation and composition, 3D orthographic views, perspectives, shading and rendering, management of lights and materials. The goal of this course is the use of solid modeling techniques not only as a representational method, but also to control and verify the creative process, giving the students the basics for analyzing and visualizing the interior space. Particular attention will be given to different ways of representing items in order to emphasize the individuality of each project.

**Prerequisites:** INT 190 CAD for Interior Design I, or equivalent

## Product Design II

INT 293 F  
Cr: 3; Contact hrs: 90

A theme will be assigned and developed individually with the teacher's help. The students will propose sketches, rendering, technical drawings with the appropriate dimensions, 3D drawings, and will realize their final book, complete in all

parts. They will also make a model, in the material they prefer. The students will be introduced to essential information about design, such as design definitions, the most important phenomena that have characterized the history of design, and the works of some of the most famous Italian and international designers. Students will be introduced to Bionics, the science of how nature teaches designers. The students will be also taught about the materials, both traditional and modern, and the technologies that are used to realize industrial products. The teacher will show the students the transformation of some products, from their birth to their present situation and characteristics.

**Note:** It is highly recommended that students be equipped with a personal laptop for design projects.

**Prerequisites:** INT 170 Product Design I and the use of 3D drawing programs at an advanced level (INT 290 CAD for Interior Design II recommended), or equivalents

## Product Design II (Summer only)

INT 294 F

Cr: 3; Contact hrs: 45

The course aims to introduce the students in to the world of product design, giving them the instruments to evaluate how to develop a project, expressing them own creativity. The course is divided into different parts. First the students will be introduced to the basic knowledge about design, its definitions, and the most important phenomena that have characterized its history. The students will be also taught about the materials, both traditional and modern, and the technologies that are used to realize industrial products. The teacher will show the students the transformation of some products, from their birth to their present situation and characteristics. During this theoretical analysis the students will be asked to sketch their own interpretations of objects described by the teacher, and to realize a book of all their projects. A theme will be assigned and developed individually with the teacher's help. The students will complete sketches, renderings, technical drawings with the appropriate dimensions, and 3D drawings plus realize their final book, complete in all parts. They will also make a model in the material they prefer.

**Note:** It is highly recommended that students be equipped with a personal laptop for design projects.

**Prerequisites:** INT 170 Product Design I and the use of 3D drawing programs at an advanced level (INT 290 CAD for Interior Design II recommended), or equivalents

## Retail Design

INT 300 F

Cr: 3; Contact hrs: 90

This course is structured to help students develop awareness of the importance of graphic arts in design and execution of presentations and promotions for consumer merchandise. This course is intended to teach the students the different aspects of the professional approach to the design of shops and showrooms. Students will learn to design complete layouts and how to represent them through technical drawings. During the semester different projects about retail shops will be developed. Students will carry out personal research on existing projects similar to the one they have to design in class in order to explore retail design and to develop personal sensitivity in creating project atmosphere. In projects students must consider functional and aesthetic aspects, trying to formulate a good solution and present it in appropriate way.

**Note:** Students are highly recommended to be equipped with personal laptops for design projects

**Prerequisites:** INT 250 Interior Design II and INT 290 CAD for Interior Design II, or equivalents

## Retail Design (Summer only)

INT 301 F

Cr: 3; Contact hrs: 45

This course is structured to help students develop awareness of the importance of graphic arts in design and execution of presentations and promotions for consumer merchandise. This course is intended to teach the students the different aspects of the professional approach to the design of shops and showrooms. Students will learn to design complete layouts and how to represent them through technical drawings. During

the semester different projects about retail shops will be developed. Students will carry out personal research on existing projects similar to the one they have to design in class in order to explore retail design and to develop personal sensitivity in creating project atmosphere. In projects students must consider functional and aesthetic aspects, trying to formulate a good solution and present it in appropriate way.

**Note:** Students are highly recommended to be equipped with personal laptops for design projects

**Prerequisites:** INT 250 Interior Design II and INT 290 CAD for Interior Design II

## Lighting Design

INT 330 F

Cr: 3; Contact hrs: 90

The course is an introduction to the world of light. It provides a compendium of information on illuminating design practice. The range of subjects covered is extensive. Methods of lighting design in this course include a section on lighting hardware (lamps and luminaires) and a part dedicated to practical experience through real lighting projects. The course will start with a quick theoretical overview of the different light sources, analyzing all types of new lamps currently on the market. Information about lighting objectives, visual comfort and pleasantness, color rendering, decorative, architectural and mood lighting, lighting control and application fields (offices, shops, exhibiting spaces) will be provided.

**Note:** It is highly recommended that students be equipped with a personal laptop for design projects.

**Prerequisites:** 1) INT 250 Interior Design II, or INT 293 Product Design II 2) INT 290 CAD for Interior Design II, or equivalents

## Lighting Design (Summer only)

INT 331 F

Cr: 3; Contact hrs: 45

The course is an introduction to the world of light. It provides a compendium of information on illuminating design practice. The range of subjects covered is extensive. Methods of lighting design in this course include a section on lighting hardware (lamps and luminaires) and a part dedicated to practical experience through real lighting projects. The course will start with a quick theoretical overview of the different light sources, analyzing all types of new lamps currently on the market. Information about lighting objectives, visual comfort and pleasantness, color rendering, decorative, architectural and mood lighting, lighting control and application fields (offices, shops, exhibiting spaces) will be provided.

**Note:** It is highly recommended that students be equipped with a personal laptop for design projects.

**Prerequisites:** 1) INT 250 Interior Design II, or INT 293 Product Design II 2) INT 290 CAD for Interior Design II, or equivalents

## Computer Rendering for Interior Design

INT 350 F

Cr: 3; Contact hrs: 90

In this class students will be taught how to create a digital image from a 3D model by means of a software program. Digital images are produced using a variety of computer technologies. Modeling, color theory, surface rendering, and light control are emphasized in relation to technical illustration, hardware characteristics, and software capabilities.

**Prerequisites:** INT 290 CAD for Interior Design II, or equivalent

## Trend Forecasting

INT 355 F; Dual listed: FAS 355 F; JWY 355 F

Cr: 3; Contact hrs: 45

This course is designed to promote research and analytical skills by teaching the key methods to forecasting fashion trends and exploring processes and methods used to define short and long term industry forecasts. Students will acquire key techniques in research and analysis, as well as skills to create impactful and accurate scenarios predicting future and emerging fashion trends. They will learn the difference between macro trends and close-to-season trends, and why trend forecasting is primary to the fashion business. The course will also explore a key figure: the cool hunter, who decides today what the consumer will buy tomorrow, analyzing diverse preferences and social trends

from urban to suburban environment and from luxury to street influences. Students will examine the forecasting framework and the cool hunter's position in the design product development process, passing through the analysis of trend information and reports, colors and material forecasting as well as marketplace dynamics and consumer research. Students will not only be trained to be the "foretell the future," but will also learn how to apply this information in the real world. Companies, from automotive and apparel to household products, increasingly value this information in order to stay a step ahead.

**Note:** knowledge of Adobe Illustrator/Photoshop required

**Prerequisites:** Fashion / Interior / Jewelry majors

## Web Portfolio Presentation

INT 360 F

Cr: 3; Contact hrs: 90

By attending this course, students will learn to choose the best solution and the most appropriate media to show their projects in the digital era. Students will be assisted and supervised in the preparation of their portfolios using design and computer drafting programs. They are taught to generate hard copies of their work. All projects are developed taking each student's individual needs and interests into consideration. The course takes students through the creative process, from the objective definition to the final comparison between the starting goals and the finished work. Students are requested to attend the lessons and to take an active role in the creative process, sharing their experiences with the others. An extensive overview of web design concepts, including usability, accessibility, information design, and graphic design in the context of the web will be made, and common problems in web design and image formats will be highlighted to plan a good website project.

**Prerequisites:** GRA 185 Digital Graphic Techniques Fundamentals, or equivalent

## Sustainable Design

INT 365 F

Cr: 3; Contact hrs: 60

In a time of population growth, dwindling resources, climate change, pollution, economic uncertainty, and mass throwaway consumption, sustainability means survival. Sustainable Design is the art of designing for urban planning, mobility, architecture, interior spaces and objects so as to comply with the principles of economic, social and ecological sustainability. While all three principles are closely related, this course emphasizes ecology. The sustainable designer, increasingly in demand, makes responsible decisions in full consciousness of the long-term environmental impact of every aspect of the project, construction and maintenance. The course cultivates this holistic design attitude. On the one hand, it explores a range of issues and possible solutions to them. Students consider design in relation to renewable energy sources like sun, wind, biomass and geothermal power, as well as to energy reduction and efficiency. They examine recycling, re-use and reduction of materials in both construction and packaging. On the other hand, students develop a feasible project which meets rapidly evolving sustainability requirements while respecting creative and functional needs, making real-world choices.

**Note:** It is highly recommended that students be equipped with a personal laptop for design projects.

**Prerequisites:** INT 250 Interior Design II, or INT 293 Product Design II, or equivalents

## Concepts and Strategies for Design

INT 370 F

Cr: 3; Contact hrs: 90

This course provides the student with a comprehensive view of the role of design and of the designer in the development of a retail program, focusing in particular on the strategic use of space as a medium for communication and on the theoretical frameworks that underpin the design. Since design is a multi-disciplinary activity, this course is directed to a variety of students. Through a series of lectures, workshops, site visits, guest speakers, case studies and assignments students will explore issues and concerns that are involved in the strategies, conceptual structures and understanding of how design may serve retail programs, from product to interiors. They

will apply design to current multi-channel retail strategies in both bricks-and-mortar and web-based firms. Topics may include: development of a retail space format, target analysis, site selection, and corporate image management. Course assignments are designed to enable students to improve presentation skills and the ability to communicate design concepts in a clear and straightforward way.

**Note:** It is highly recommended that students be equipped with a personal laptop for design projects.

**Prerequisites:** INT 250 Interior Design II and INT 290 CAD for Interior Design II, or equivalents

## Computer 3D Animation

INT 375 F; Dual listed: GRA 405 F

Cr: 3; Contact hrs: 90

The aim of the course is to introduce students who already have a basic knowledge of static rendering to the next level of computer graphics: animation.

Students learn to create animations of their projects in order to achieve a more striking impact in their presentations. Typical subjects treated include: to represent flying and walking through 3D architectural spaces; to design objects that will be assembled using animation techniques; to control light changes during the day in interior design projects with time lapse animation; to propose different solutions/assets for open space offices that change dynamically; to animate logos. After having learned the basic techniques of animation students will continue to the editing process, to scripting, and to how to distribute and make visible their animated presentations in different media, from DVD to internet and mobile devices.

**Prerequisites:** GRA 330 Rendering Essentials, or INT 350 Computer Rendering in Interior Design, or equivalents

## Furniture Design

INT 380 F

Cr: 3; Contact hrs: 90

The course aims to provide students with a basic understanding of the theories and techniques in furniture design. The lessons examine the various design processes and procedures, while also considering space and functional analysis of design. For the most part, the class will be a workshop for design projects. The course will also consider the importance of targets and visual communication signs. Students will carry out personal research on pieces of furniture, materials and designers in order to explore furniture design and to develop a personal style.

**Note:** Students are highly recommended to be equipped with personal laptops for design projects.

**Prerequisites:** 1) INT 250 Interior Design II, or INT 293 Product Design II 2) INT 290 CAD for Interior Design II, or equivalents

## Exhibit Design

INT 390 F

Cr: 3; Contact hrs: 90

This course is based on an architectural approach to the project of exhibit areas. The project research is developed first in the field of temporary commercial fairs and students learn how to control space both from the functional and the aesthetic point of view and then in the field of temporary exhibitions in a museum, dealing with the difficulty of organization and presentation. During the course, students examine different basic themes and are introduced to real professional applications. The proposed projects are developed emphasizing conceptual and design research and solution to the functional and distribution problems.

**Note:** It is highly recommended that students be equipped with a personal laptop for design projects.

**Prerequisites:** INT 250 Interior Design II and INT 290 CAD for Interior Design II, or equivalents

## Working Group Project in Interior Design

INT 400 F  
Cr: 3; Contact hrs: 60

In this course students will work together under the supervision of the professor to realize a professional group project.

**Note:** It is highly recommended that students should be equipped with a personal laptop for design projects.

**Prerequisites:** minimum three semesters in interior design

## JWY - Jewelry Design

### History of Jewels and their Symbolism

JWY 150 F  
Cr: 3; Contact hrs: 45

The course will cover the complete history of jewelry from the simple primitive shell beads to the Renaissance period and the splendor of Art Nouveau, concluding with the developments of the modern jewelry masters. Through stylistic changes and different fashions, jewels offer a great opportunity to learn more about the history of taste during Antiquity, the Middle Ages, and the Renaissance plus works of artists during the 19th and 20th centuries. We will analyze and examine pieces of jewelry and their symbolism in conjunction with paintings, architecture, and decorative artworks. Part of the course is dedicated to famous personalities in history who wore jewelry as symbolic items of power, and to the great jewelry designers from Benvenuto Cellini to Tiffany. This course also aims to give students an in-depth knowledge of artistic techniques, methods of documentation and a technical vocabulary. Use of slides and visits to museums, exhibitions and workshops in Florence will be integral parts of the course.

### Jewelry Design I: Drawing and Rendering Techniques

JWY 155 F  
Cr: 3; Contact hrs: 90

Students are introduced to the creative design of jewels. They start by learning first the main drawing techniques, such as orthographic projections and 3D sketches, and second the rendering techniques using watercolors, gouache, markers and pastels. Study resources include projects by professional designers, publications, and selected museums and exhibitions. Techniques are explained, practiced and then applied in projects, so that students develop personal creativity while they build essential representational skills.

### Wax Carving and Casting Techniques

JWY 170 F  
Cr: 3; Contact hrs: 90

Some casting techniques will be studied in depth, such as lost wax casting process, cuttlebone casting and sand casting. The course will include the creation of a mold in cuttlebone, an in-depth study of wax working and carving methods, and the duplication of a master model with a re-usable flexible "rubber mold". This course focuses on getting students acquainted with the hard wax carving method and the soft wax working techniques. Emphasis will be placed on preparing a design and a model for production. The course has been structured with the objective of giving students the skills to make jewels in silver using the different casting techniques.

**Prerequisites:** JWY 180 Jewelry Making I, or equivalent; or concurrent enrolment

### Jewelry Making I

JWY 180 F  
Cr: 3; Contact hrs: 90

This course is meant to give students a first approach to jewelry making. The main equipment and tools used (machinery, pliers, files, and saw), together with safety regulations will be explained. Students will work at the silversmith's bench, learning the basic techniques for creating simple pieces of jewelry with design transfer, sawing, filing, soldering, polishing, and simple settings for cabochon stones. The course will also introduce the lost wax casting methods and wax carving. The aim of the projects is to develop manual and creative ability.

### Jewelry Making I (Summer only)

JWY 181 F  
Cr: 3; Contact hrs: 45

This course is meant to give students a first approach to jewelry making. The main equipment and tools used (machinery, pliers, files, and saw), together with safety regulations will be explained. Students will work at the silversmith's bench, learning the basic techniques for creating simple pieces of jewelry with design transfer, sawing, filing, soldering, polishing, and simple settings for cabochon stones. The course will also introduce the lost wax casting methods and wax carving. The aim of the projects is to develop manual and creative ability.

### The Professional Jewelry Designer

JWY 195 F  
Cr: 3; Contact hrs: 60

The course prepares students for the role of the professional jewelry designer. In order to design and market a jewel accessory successfully, students require interdisciplinary knowledge, ranging from semiotics (the study of signs) to methods for the sale of the jewel itself. The course starts with a full definition of the jewel (history, forecasting, concept definition and design), and the identification of which shapes, techniques and carats established by different goldsmith traditions can meet the needs of various markets. Students analyze closely the characteristics and process of developing a valid and successful jewelry design. The world of jewelry forms part of the fashion system. Therefore students consider issues of marketing and consumption, learning ways to acquire market knowledge, especially in relation to major national and international trade exhibitions, competitions and events. Students also study the various stages of industrial design and the use of semi-finished components, defining the relationship between the jewelry designer and the product manager. The course explores career patterns, strategies and opportunities for jewelry designers.

### Gemology

JWY 215 F  
Cr: 3; Contact hrs: 90

A complete training in the essentials of gemology for the practicing jeweler, this course deals with diamond certification, pearl grading and the identification of colored stones. A general analysis procedure will be outlined and then applied to all gemstones grouped according to color. The direct observation of numerous real specimens and simulants, practice using gemological instruments, the analysis of different certificate types, and the examination of current prices will enable students to learn the different factors that determine the quality and influence the value of a gem.

### Jewelry Design II

JWY 235 F  
Cr: 3; Contact hrs: 90

This course is meant for students who already have a basic knowledge of jewelry design and its manual rendering techniques. Students will learn axonometric representation, 3D sketches, and will be introduced to the use of the 3D program, Rhino. During the course, students will learn how to develop a piece of jewelry's volume, starting from sketches, passing through geometrical drawing to computer aided design. They will also learn how to render their jewels with Rhino, applying materials, textures and lights. The ultimate aim is to provide the students with the technical and practical skills needed to express their own creative style.

**Prerequisites:** JWY 155 Jewelry Design I: Drawing and Rendering Techniques, or equivalent

### Jewelry Making II

JWY 255 F  
Cr: 3; Contact hrs: 90

This course aims to increase the manual and creative abilities of students through the in-depth study of several production techniques at the goldsmith's bench, with particular attention to sawing and piercing, soldering, and the construction of a hinge. Some surface production techniques will be examined. A detailed study of the soldering techniques and assemblage methods will be carried out together with the projects that

will be assigned during the course. In addition, some setting techniques for faceted stones will be introduced.

**Prerequisites:** JWY 180 Jewelry Making I, or equivalent

## Relief Works in Metal

JWY 260 F

Cr: 3; Contact hrs: 90

This class will enable students to work metal using chasing and repousse techniques, and to forge metal into precious shapes and objects. The chiseller is a craftsman who, using various tools, shapes metal in order to give it mass and volume. This course has been structured to give students a great amount of practical skills in this craft in a short period of time. The students will learn to use their skills, their creativity, their tools, and basic design theory in order to plan and construct their own piece of metal art. At the end of the course, students will have acquired a new way to implement their artistic vision.

**Prerequisites:** JWY 180 Jewelry Making I, or equivalent

## Stone Setting

JWY 270 F

Cr: 3; Contact hrs: 90

This course will introduce the student to the basic methods used in the setting of both cabochon and faceted cut stones. The preparation of the various tools and their care will also be demonstrated. The principles of bezel, claw and grain setting will be explored, along with the various settings for round, oval, square and navette-shaped stones. These methods and principles will be shown through both demonstration and active practical exercises by the student.

**Prerequisites:** JWY 180 Jewelry Making I, or equivalent

## Alternative Materials in Contemporary Jewelry

JWY 290 F

Cr: 3; Contact hrs: 45

This is an intermediate-level jewelry course, created for students who already have a basic background in jewelry making. The course introduces students to alternative media used in the realization of jewelry, exploring techniques and special methods to make jewels using unusual materials such as stainless steel, wood, paper and others. Special attention will be given to creativity and design approaches. The course covers the design approaches and special methods used in the manufacture of jewelry from common and industrial materials. Students design and produce prototypes for a small collection.

**Prerequisites:** JWY 255 Jewelry Making II, or equivalent

## Trend Forecasting

JWY 355 F; Dual listed: FAS 355 F; INT 355 F

Cr: 3; Contact hrs: 45

This course is designed to promote research and analytical skills by teaching the key methods to forecasting fashion trends and exploring processes and methods used to define short and long term industry forecasts. Students will acquire key techniques in research and analysis, as well as skills to create impactful and accurate scenarios predicting future and emerging fashion trends. They will learn the difference between macro trends and close-to-season trends, and why trend forecasting is primary to the fashion business. The course will also explore a key figure: the cool hunter, who decides today what the consumer will buy tomorrow, analyzing diverse preferences and social trends from urban to suburban environment and from luxury to street influences. Students will examine the forecasting framework and the cool hunter's position in the design product development process, passing through the analysis of trend information and reports, colors and material forecasting as well as marketplace dynamics and consumer research. Students will not only be trained to be the "foretell the future," but will also learn how to apply this information in the real world. Companies, from automotive and apparel to household products, increasingly value this information in order to stay a step ahead.

**Note:** knowledge of Adobe Illustrator/Photoshop required

**Prerequisites:** Fashion / Interior / Jewelry majors

## Jewelry Marketing, Retail Management and Merchandising Internship

JWY 361 F

Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Jewelry Marketing, Retail Management and Merchandising. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is with independent jewelry stores. Interns develop and carry out various activities which may include but are not limited to: retail management, visual merchandising, window display, sales, customer service, marketing, assistance to the buyer.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Jewelry or Fashion majors of junior standing. Fluency in Italian may be advantageous but is not required



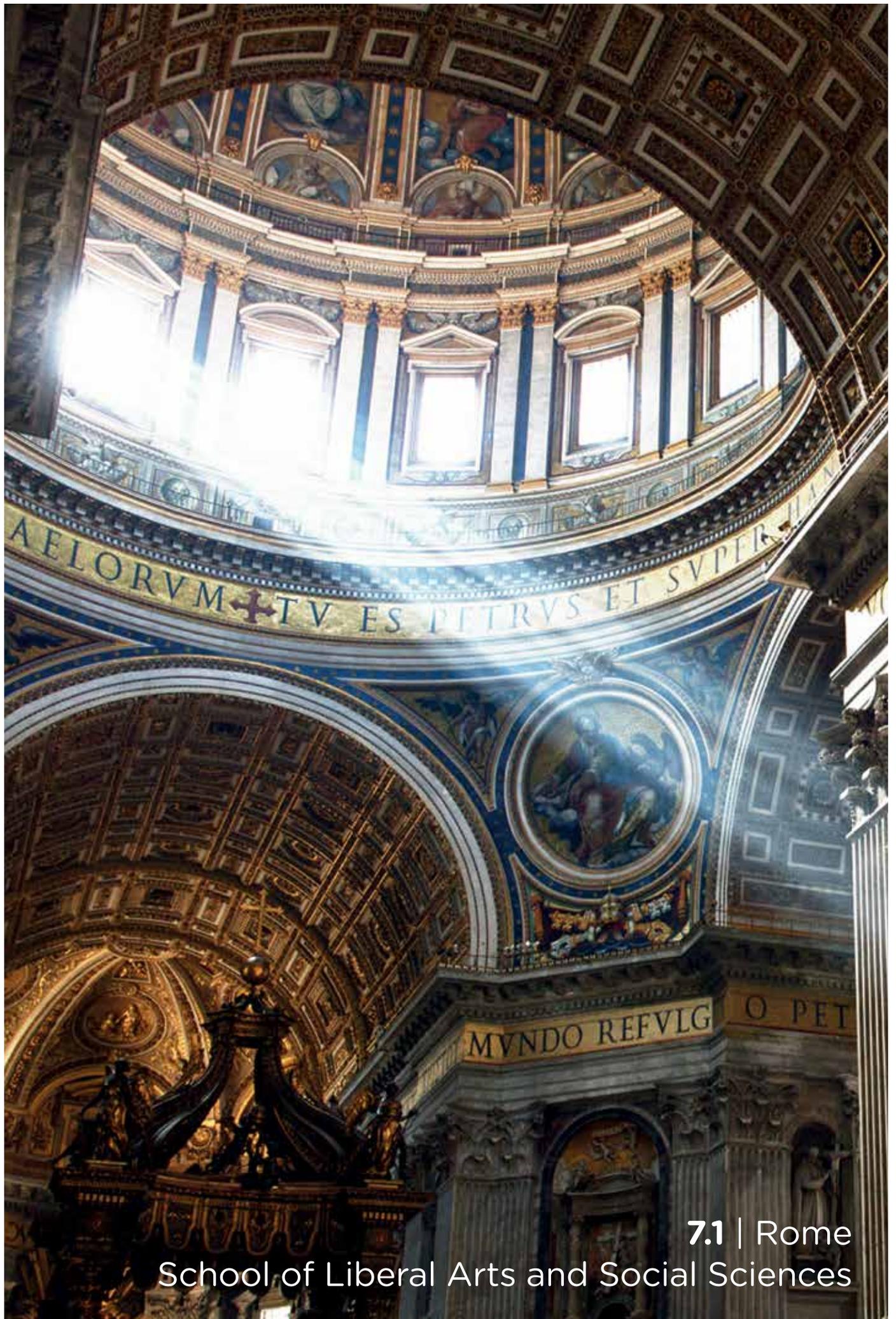


## 7 | ROME | Course Descriptions

Welcome to LdM Rome! In the pages that follow, courses are divided first by academic School (School of Liberal Arts and Social Sciences, School of Italian Language and Culture, School of Sciences, School of Creative Arts) and then by discipline (e.g., ANT - Anthropology, ART - Art History, BUS - International Business, etc.). Please consult the following table in order to see exactly which disciplines are offered at which site.

## Course Descriptions - Rome

	<b>School of Liberal Arts and Social Sciences</b>	<b>FLORENCE</b>	<b>ROME</b>	<b>TUSCANIA</b>
ANT	Anthropology	•	•	•
ART	Art History	•	•	
BUS	International Business	•	•	•
CLA	Archaeology and Classical Studies	•	•	•
CLT	Cultural Studies	•	•	
COM	Communications	•	•	•
EDU	Education	•		
ENV	Geography and Environmental Studies	•	•	
GND	Gender Studies	•		
HIS	History	•	•	•
LIT	Literature	•	•	•
MCT	Music, Cinema and Theatre Studies	•	•	•
PHR	Philosophy and Religious Studies	•	•	•
POL	Political Science and International Studies	•	•	
PST	Peace Studies	•	•	
PSY	Psychology	•	•	•
SOC	Sociology	•	•	•
WRI	Writing	•	•	•
<b>School of Italian Language and Culture</b>				
ITC	Italian Language and Culture	•	•	•
ITL	Italian Language	•	•	•
<b>School of Sciences</b>				
BIO	Biological Sciences		•	
CHM	Chemistry	•	•	
EVS	Environmental Sciences		•	
MAT	Mathematics	•	•	
<b>School of Creative Arts</b>				
FVM	Film, Video and Multimedia Production	•		•
NUH	Nutrition, Culinary Arts and Culture	•	•	•
PDM	Painting, Drawing and Mixed Media	•	•	•
PER	Performing Arts	•		•
PHO	Photography	•	•	•
PRI	Printmaking	•		
RES	Restoration	•		
SCU	Sculpture and Ceramics	•		
<b>School of Design</b>				
ARC	Architecture	•		
FAS	Fashion Design, Marketing and Merchandising	•		
GRA	Graphic Design	•		
INT	Interior Design	•		
JWY	Jewelry Design	•		



7.1 | Rome  
School of Liberal Arts and Social Sciences

## ANT - Anthropology

### Anthropology of Fashion and Desirability: Beyond the Catwalk

ANT 185 R  
Cr: 3; Contact hrs: 45

How are anthropology and fashion related? How can this social science help us in analyzing both Western fashion and global fashion trends today? How can artifacts become fashion? What is the relationship between fashion and art? How is beauty constructed in fashion and visual culture? And how are gender and the body represented? Such questions, of more than specialized interest, have been raised since fashion started to be studied in academia in the 1980s. This course considers the particular contribution of anthropology to the study of fashion as an academic discipline and hence to understanding fashion as a significant cultural expression. We will study how meanings are constructed in fashion and visual culture, using the cross-cultural and transnational framework provided by anthropological research. We will also consider how fashion interacts with material culture through the production and consumption of "fashion items," making fashion an interesting field of inquiry in the context of the anthropology of things.

### Food and Culture

ANT 198 R; Dual listed: CLT 198 R; NUH 198 R  
Cr: 3; Contact hrs: 45

If "you are what you eat," just why do you eat the way you do? This course considers the relationships between the multiple meanings of food and the acts of preparing and eating food, and further explores food and personal and social identity. Students will examine why different people make different food choices in their daily lives, why individuals from certain social classes will avoid or esteem particular foods, and in general how food serves as a factor in self-definition. Because a person's attitude toward food can reveal not just personal identity traits but a whole food ideology, this course will also analyze the role of food in the construction of ethnic identity, in the display of religious beliefs, and in the negotiation of gender roles. Students learn how cultures and values are transmitted and preserved through food. Through personal essays and the interdisciplinary secondary literature, students will be guided to analyze the complex and fascinating relationships between people and food, helping them to understand how cultures (including their own) ultimately determine all human food choices.

### Intercultural Communication

ANT 290 R; Dual listed: COM 290 R  
Cr: 3; Contact hrs: 45

The course, which introduces students to the basic patterns of cross-cultural psychology and communication, proposes an analysis of communication behavior in interpersonal and intercultural, individual and group environments. Along with a study of the influence of culture on identity, viewpoints, and communication, it progressively proposes all the theoretical concepts that are necessary to analyze communication in an interpersonal and intercultural context. Topics include: common communication difficulties, communication roles and proxemics. Special emphasis is placed on rituals, message patterns, clothing, myths, ideologies, and on the influence of the mass media on our cross-cultural representation of reality.

**Prerequisites:** Junior standing

## ART - Art History

### History of Architecture

ART 165 R  
Cr: 3; Contact hrs: 45

This course surveys the major periods and key monuments in the history of architecture from antiquity to the present, focusing on the Western world. Emphasis is on the historical periods from classical antiquity through the Middle Ages, Renaissance, Modern Age, and contemporary developments. It examines representative monuments and architects from

ancient Greece (the Parthenon in Athens) to the present day. The architect's pursuit of changing ideas of beauty is a leitmotif that links the development of architecture with such masters as Iktinos, Brunelleschi, Borromini, and Le Corbusier. Typologies, materials and construction technology, theory, urbanism, and cultural context, are addressed. The course also explores the great variety of architectural traditions, orders, styles and movements. By experiencing actual buildings of various periods in the urban context, students learn how to critically analyze a work of architecture.

### Art History I: Antiquity to Early Renaissance

ART 180 R  
Cr: 3; Contact hrs: 45

This course is a survey of the visual arts in Western Europe, from ancient Greece to the Early Renaissance. Throughout this course students encounter the principal monuments, artists and themes in painting, sculpture and architecture, and discover the changes in styles and taste in this period. The course explores the historical, philosophical and cultural contexts essential to understanding the visual arts and the impact they have had through the ages. Great importance is given to the interpretation of subjects and symbols, to the different techniques and styles used by artists, and to the role of public and private patrons. On-site teaching provides the incomparable experience of studying important works of art and architecture first-hand. The material is approached as an introduction to the discipline of art history, with the aim of fostering appreciation and the desire to further investigate this field.

### Art History II: High Renaissance to the Present

ART 186 R  
Cr: 3; Contact hrs: 45

This course is a survey of the visual arts in Western Europe, covering the early 16th century through the present. Throughout this course students encounter the principal monuments, artists and themes in painting, sculpture and architecture, and discover the changes in styles and taste in this period. The course explores the historical, philosophical and cultural contexts essential to understanding the visual arts and the impact they have had through the ages. Great importance is given to the interpretation of subjects and symbols, to the different techniques and styles used by artists, and to the role of public and private patrons. On-site teaching provides the incomparable experience of studying important works of art and architecture first-hand. The material is approached as an introduction to the discipline of art history, with the aim of fostering appreciation and the desire to further investigate this field.

### Popes, Cardinals and Courts in Renaissance and Baroque Art

ART 236 R  
Cr: 3; Contact hrs: 45

The Renaissance and the Baroque (14th-18th centuries) are surely two of the most fascinating artistic periods, which produced absolute masterpieces such as the Sistine Chapel and the present Basilica of St. Peter. The course offers a particular focus on the relationships between patrons and artists in the span of time between the birth of Renaissance art in Florence and the Trevi Fountain in Rome, to understand how much the popes, the cardinals, the noblemen and the lords of the Italian states influenced the contents of the works of personalities such as Masaccio, Botticelli, Leonardo da Vinci, Raphael, Titian, Michelangelo, Caravaggio, Bernini, Borromini and many others. Site visits to museums, galleries and churches are a fundamental part of the course.

### Palaces of Rome

ART 246 R  
Cr: 3; Contact hrs: 45

This course introduces students to the history of the palaces and also selected villas of Rome from the fifteenth to the eighteenth centuries. Since public and private palaces had an important role in the life of the city through the centuries, by studying them students have the opportunity to understand not only the development of architectural style, but also the social, economic, cultural, and political history of Rome, in

an interdisciplinary approach to the subject. Works by major architects including Michelangelo, Bramante and Bernini are examined, and issues such as building function, typology, sources, and urban design are addressed. Site visits form a crucial dimension of the learning experience, and permit students to study the evolution of Roman urban palaces and villas directly before, and inside of, a series of representative buildings.

### Lost Symbolism: Secret Codes in Western Art

ART 255 R; Dual listed: PHR 255 R  
Cr: 3; Contact hrs: 45

The course focuses on the links between artworks and astrology, alchemy, geometry, numerology, and selected philosophical themes in Western art between 1300 and 1800. Art has served various functional and aesthetic purposes in different cultures and periods. In some eras art has also embodied a symbolic language, mysterious to the majority but highly significant to the minority able to read or decode it. For example, what we may call the secret messages of certain paintings and sculptures of past centuries can be interpreted in terms of astrology. A specific field of art history, iconography, studies subject matter, symbolism, and signification in works of art. Students use elements of this approach to examine the fascinating and complex range of meanings that some artworks were intended to transmit and which can still be recovered.

### The Genius of Michelangelo

ART 270 R  
Cr: 3; Contact hrs: 45

This course focuses on Michelangelo Buonarroti (1475-1564) and offers students the opportunity to explore in depth the life and work of one of the most gifted and revolutionary artists of the sixteenth century. It will look on his long artistic career as a painter, sculptor, architect and poet. The artist's personal and artistic relations with other outstanding artists of his time, in particular to Leonardo and Raphael, whom Michelangelo perceived as great rivals, will also be a central theme of the course. The course will be based on recent literature, sources of the time and Michelangelo's own writings (mainly his letters and poetry). It will also explore artistic questions like the hidden meanings in his works and Michelangelo's influence on contemporary and later artists. The course will also explore relations with his commissioners, especially the Medici in Florence and the papal court in Rome under pope Julius II. Students will gain a detailed knowledge of Michelangelo's work, and will be able to identify and analyze major works in painting, sculpture and architecture. Site visits will form an essential part of the course.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

### Rome Villas and Gardens

ART 282 R  
Cr: 3; Contact hrs: 45

This course examines the development of villas and, secondarily, the design of gardens, from ancient Rome to the modern era. The Italian villa offered a model of structure and pleasant living, rooted in Italian life and thought, that was enormously influential for centuries and that still delights today. The focus is on the Renaissance and Baroque in central Italy, with detailed study of major examples in the city and its territory. Guiding themes: formal architectural analysis of individual buildings in relation to major period styles; social and economic functions of villas and gardens; their decoration with statuary and other works of art; heraldry and symbolism; changing concepts of nature and relations to the environment. Close observation, and experience of the spatial dimension, are developed through site visits to selected villas and grounds.

**Prerequisites:** ART 165 History of Architecture, or ART 180 Art History I, or ART 186 Art History II, or equivalents

### Art and Architecture of Ancient Rome

ART 315 R; Dual listed: CLA 318 R  
Cr: 3; Contact hrs: 45

This upper level course examines the major developments in the art and architecture of ancient Rome from the foundation of the city to the age of Constantine, with an emphasis on significant

examples of Roman monumental buildings and works of art, crucial archaeological sites, and newly excavated areas. In addition to introducing students to analysis and interpretation of styles, this course addresses a variety of current themes and topics such as public and private architectural spaces, urban planning, traditions, innovations, patronage, past and current meaning of Roman art. The emphasis is on investigating Roman art and architecture in relation to cultural, political, social, and economic developments and through an interdisciplinary approach. To facilitate the understanding of the multifaceted aspects of Ancient Rome, conventional classroom lectures are supplemented with field trips to museums, archaeological sites, and excavations in progress.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

### Art and Architecture of Medieval Rome

ART 325 R  
Cr: 3; Contact hrs: 45

This upper level course investigates the art and architecture of medieval Rome between the years 313 and 1308. In Rome, remaining churches allow to discover the major medieval periods and styles (Byzantine, Romanesque, Gothic) and consider them in relation to the most representative medieval buildings in Italy. In addition to introducing students to analysis and interpretation of medieval buildings, images, and sculptures, this course addresses a variety of themes and topics such as the power of icons and relics, the conflict between the Papacy and the Empire, pilgrimage, crusading, monasticism, and liturgical processions. The emphasis is on studying the impact of cultural, political, economic, and social changes in the creation of art and architecture during the early and high Middle Ages. The course also reconstructs the "image" and cityscape of medieval Rome with its religious leaders and multiethnic society while examining, among other issues, the strategies developed to visually promote the Papacy, the causes for monastic popularity, the renewal of classicism during the Carolingian period and the age of Frederick II. To facilitate the understanding of the multifaceted aspects of medieval Rome, conventional classroom lectures are supplemented with visits to churches and other ecclesiastical buildings.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

### High Renaissance and Mannerism

ART 340 R  
Cr: 3; Contact hrs: 45

This course traces the major trends of Italian art in the sixteenth century. It is a period dominated by the achievements of Leonardo da Vinci, Raphael, Titian, and above all, Michelangelo. These three artists are examined in great detail. This analysis is not confined to their works of art, but also includes their personalities and the social framework within which they lived and worked. Great emphasis is therefore put on the dual themes of patronage and the social position of the artist in the period. The course also explores the complex and refined style known as Mannerism - a style held to have emerged from tendencies present in Michelangelo's work. Students learn to identify and examine in detail the works of the leading artists of the period, and gain the ability to discuss High Renaissance and Mannerist developments of major subjects and genres, such as portraiture and the nude. In the host city students visit various unique churches, galleries, residences, and squares related to the period, and examine in person masterworks by representative artists.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

### Baroque Art

ART 350 R  
Cr: 3; Contact hrs: 45

This course covers the Baroque style in art and architecture, with particular emphasis on seventeenth-century Italy. This consideration of Baroque art is not only limited to a stylistic analysis but involves continual reference to the religious, political, cultural and social framework of the period. The social rise of the artist in the seventeenth century is illustrated through the career of Bernini. Special focus is placed on major

artists including Carracci, Caravaggio, Bernini, Borromini, Pietro da Cortona and their workshops, and on their role in the development of a wider Italian and European artistic language. Students will become familiar with the main characteristics of the Baroque style and with key issues and trends and issues, such as iconography and emblem culture, Naturalism, Classicism, and Triumphalism.

**Prerequisites:** ART 180 Art History I, or ART186 Art History II, or equivalents

### Italian Contemporary Art

ART 353 R

Cr: 3; Contact hrs: 45

The course focuses on Italian art of the 1950s, '60s, '70s, and '80s analyzing movements and artists whose work represents a dialogue with international developments, from Abstraction to Informale, from Arte Povera to Transavanguardia. The course is divided into a first part analyzing movements and artists, and a second part examining places and personalities representative of the experience of Italian Modern Art. Artists studied include Renato Guttuso, Renato Schifano, Mimmo Paladino, and Francesco Clemente. The course has a specific focus on Rome as a city of uninterrupted exchange with other Italian centers (such as Milan, Naples, Turin) and the international panorama, thanks also to gallery owners and critics such as Ugo Ferranti, Mario Pieroni, Fabio Sargentini (who introduced American artists and Conceptual art), Germano Celant and Achille Bonito Oliva, and to major international exhibitions such as Contemporanea and Vitalità del Negativo.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

### Museum and Gallery Internship

ART 360 R

Cr: 3; Contact hrs: 135

This internship entails individual work experience in a museum, gallery or church in the Rome area, supervised by a faculty member and the cooperating museum, or curia staff. The internship provides students with practical experience, especially in the field of cultural mediation and museum education, through direct observation of the various activities developed at the hosting museums and churches, individual study and direct participation in guided tours at museums and churches, gallery management in art galleries. Through this experience students have the opportunity to learn and apply professional skills, while directly interacting with institutional staff and the visitors. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. Please note that the Museum and Gallery internship requires interns to fulfill part of their internship hours on Saturdays.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an on-site interview during the first week of the term.

**Prerequisites:** Art History / Museum Studies majors of sophomore standing. Fluency in Italian may be advantageous but is not required

### Avant-garde and Modernist Art (1900-1950)

ART 370 R

Cr: 3; Contact hrs: 45

The course examines conceptual and stylistic trends in European and American art in the first half of the 20th century. The course presents the key figures and movements of Modernism and the underlying philosophical and critical discourses. The profoundly international character of modern art, reflected in the art market and gallery scene, linking France, Germany, Italy, Russia, and an increasingly prominent America, is explored. Artists studied include Picasso, Matisse, Duchamp, Kandinsky, Dali, Klee, and Pollock. Attention is also given to Italian movements and artists, such as De Chirico, Savinio, Fontana, and Burri. The first part of the course moves

from Post-Impressionism and related movements (such as Divisionismo and Verismo in Italy) to the avant-gardes up to World War II: Cubism, Rationalism, Constructivism, New Objectivity, Dada, Pittura Metafisica, Surrealism, and Futurism (containing elements of other movements). The second part of the course looks at postwar phenomena including Abstract Expressionism, Neo-Dada, and assemblage.

**Prerequisites:** ART 186 Art History II, or equivalent

## BUS - International Business

### Introduction to Marketing

BUS 150 R

Cr: 3; Contact hrs: 45

Marketing is a dynamic and an exciting field, a key tool in confronting the challenges that enterprises are facing every day. The purpose of this course is to introduce marketing principles and concepts. In this course students will learn about the "real" nature and scope of marketing management. They will be introduced to aspects of marketing, such as: Marketing Strategy, 4 P's, Market Planning, Retailing and Wholesaling, Target Marketing, Market Segmentation, Services Marketing. You will also learn about the strategic importance of marketing to an enterprise, whether it be a profit oriented business firm or non-profit organization.

### International Marketing

BUS 220 R

Cr: 3; Contact hrs: 45

International competition makes international marketing one of the most critical skills for business survival. In their continuing quest for new ways to establish and maintain their competitiveness, many firms are recognizing the advantages of operating in an international market. These benefits includes sourcing materials, capital, labor and expertise, relocating manufacturing, and distributing product and services to new markets. While there are many benefits, each company must identify the potentially huge risks taken when operating overseas and the uninformed company may suffer tremendous set backs before realizing any benefits. This course is an introduction to the complexities and implications of foreign markets. Emphasis is on the various economic, social and cultural factors that impact on international marketing, the 4 Ps (product, price, places of distribution and promotion) and how these aspects of marketing are influenced by international business environment.

**Prerequisites:** BUS 150 Introduction to Marketing, or equivalent

### Event Planning

BUS 232 R; Dual listed: COM 232 R

Cr: 3; Contact hrs: 45

This course introduces students to special event planning processes and techniques. Emphasis is on creating, organizing, identifying sponsors for, marketing and implementing large-scale community events, as well as show rooms and trade shows to photoshoots and fashion shows. We will explore this very detail-oriented field as it deals with vendors, contracts, fundraising, budgeting, ethics, and other aspects. Students will research product, competition and target market to determine best possible exposure and success. As part of the course students may organize a real event in interdisciplinary collaboration with other departments.

### China's Development and the Global Shift

BUS 240 R; Dual listed: POL 240 R

Cr: 3; Contact hrs: 45

In order to truly grasp the shift in economic power that is currently changing the global economy, it is fundamental to understand the Chinese history of economic reform and its political, environmental and social context and implications. This course aims to explore the mechanism and consequences of modern China's economic development as well as China's role in the global economy. Most of the analysis focuses on the recent history of China, especially following 1978 when China began its dramatic transformation from a planned to a market economy. The course will be organized around a

number of major themes which include references to the historical and institutional background, the “rise of China” in the current geopolitical imagination, and key issues in China’s foreign relations. The key questions we will try to understand in this course are: is China’s growth rate sustainable; can it be repeated in other developing countries; and what are the costs of this rapid growth?

**Prerequisites:** recommended: POL 150 Introduction to Political Science and BUS 180 Principles of Macroeconomics, or equivalents

## Human Resources Management

BUS 260 R

Cr: 3; Contact hrs: 45

The course explores the Human Resource Management function in a corporate setting and focuses on the development of knowledge and skills that all managers and leaders need. Students learn the basic principles of designing and operating business organizations, from developing their mission, vision and strategy to their key organizational features and processes. Students face issues of managing people in organizations, including hierarchy, leadership, and communication; systems of reward and recognition; and personnel (from recruitment to training and development). Some attention is given to the expanding role of corporations in dealing with social problems and issues. The course trains students to build skills relevant to leadership and management. These include public speaking and presenting, conflict resolution, teamworking, and business project management. Class content is delivered through lectures, group discussions, practical and experiential exercises, and case studies.

## Integrated Marketing Communication

BUS 262 R; Dual listed: COM 262 R

Cr: 3; Contact hrs: 45

Marketing communication is one of the most exciting and stimulating areas in modern marketing. Its importance has grown dramatically in the recent decades. The means through which we communicate all around the world have been affected by the new technological advances. These advances, such as the Internet, have enabled and eased interaction on a global scale. Therefore, marketers are looking for new means of communication that can better gain the attention of customers. This course will examine the theory and techniques applicable today to all the major marketing communication functions: ads, direct marketing, sales promotion, public relations, personal selling and the Internet. It will allow students to research and evaluate a company’s marketing and promotional situation and use this information in developing effective communication strategies and programs.

**Prerequisites:** BUS 150 Introduction to Marketing, or equivalent. Recommended: COM 180 Mass Communication, or equivalent

## European Policies and Law

BUS 263 R; Dual listed: POL 263 R

Cr: 3; Contact hrs: 45

This course focuses on the process of European integration and the evolution of the European Union by exploring the ideas and political practices that underlie this institution. The course will explore the potential of an emerging political entity that would at a minimum be an economic super power. The associated debate over what it means to be a ‘European’ also raises important issues of political culture and national identity. This course will be divided into two parts: a first, institutional, part will emphasize economic aspects, institutions, policies and legislation of the European Community, the internal market, the ESCB, and the euro. A second part, focused on some parts of the Treaty, will give students specific insights into commercial policies, and particular emphasis will be given to transport policy: freedom of movement, competition, taxation and approximation of laws. The last part of the course is focused on investigating the transformations that the transport framework has experienced under EU rule. Since its foundation in 1957, the European Union has developed its scope mostly in the commercial domain, with acceleration from the end of the 20th Century, with completion of a Common Market and of the Monetary Union. Within this framework, transport has been deeply affected by Community action, as an effect of

implementation of both freedom of services and opening of transport markets. This part of the course is aimed at providing a general outlook of EU developments in commercial policies and a more in-depth analysis of rules on competition and harmonization of domestic legal and administrative legislation.

**Prerequisites:** POL 150 Introduction to Political Science, or equivalent

## Global Business and Society

BUS 282 R

Cr: 3; Contact hrs: 45

This course explores challenges facing modern corporations in organizing cross border activities. Specifically, it appraises the main economic theories of determinants of international business activities, and it offers a global perspective on long-term change in the world economy and the interaction between countries. Special attention is focused on the dynamics of international trade and investment, including the relationship between trade and economic growth, trade imbalances and protectionism. The course also looks at the role of economic and political institutions (WTO, IMF, etc.) and examines the main characteristics of the emerging economies, for instance India and China. Themes include competition, development, exchange rate theory, the international monetary system, ethics, decision-making, and strategic operations in an international environment. Finally, the course examines a variety of alternative perspectives on the origins and processes of globalization.

**Note:** this course is offered in partnership with the School of Management, Marist College, which is AACSB accredited.

**Prerequisites:** BUS 178 Principles of Microeconomics, or BUS 180 Principles of Macroeconomics, or equivalents

## The Global Economy

BUS 295 R; Dual listed: POL 290 R

Cr: 3; Contact hrs: 45

In the age of globalization both domestic and foreign economic policies play an important role in determining firms’ strategies. Understanding such policies is an essential part of the cultural background of managers at all levels of a firm. At the same time, market choices have a greater impact on economic policymaking in a global economy, as the range of alternatives open to them expands. The course focuses on analyzing both sides of this relationship. Special emphasis is placed on current issues: in policymaking on the basis of social choice principles and the normative and positive theory of economic policy; and issues concerning the establishment of international public institutions that can match the global reach of private institutions that generate many of today’s economic challenges. The emphasis of the course will be in providing students with sound theoretical and empirical foundations for analyzing strategic behavior by firms and the implications for industrial structure, welfare and regulation. Applications will focus on recent developments in online markets, markets for digital products, and network industries - covering issues such as intellectual property rights, the Microsoft case, and access pricing in networks.

**Note:** this course is offered in partnership with the School of Management, Marist College, which is AACSB accredited.

**Prerequisites:** BUS 178 Principles of Microeconomics or BUS 180 Principles of Macroeconomics, or equivalents

## Sociology of Consumerism

BUS 303 R; Dual listed: SOC 303 R

Cr: 3; Contact hrs: 45

The course will focus on the rise and development of consumer cultures. The aim is to study and to apply interdisciplinary theoretical approaches to the study of consumer society now and in the past. The course will explore key substantive themes in the history and sociology of consumption, including the following: 1) an overview of developments in the different theories of consumer culture; 2) the rise of commercial society, the relation between freedom of choice and the power of commercial systems, models of consumer psychology and behavior, the nature of selves and identities in a post-traditional world, prosperity and progress; 3) the way class, gender, ethnicity and age affect the nature of our participation

in consumer culture; 4) the evolution of capitalism to the present day, as well as the history of commodities in a number of different settings (advertising, food and drink, fashion and clothes); 5) the social, cultural and economic context of specific consumer groups, as well as case studies of specific commodities.

**Prerequisites:** an introductory social science or business course

## Branding Cities: Urban Economies to Attract Investments

BUS 306 R; Dual listed: POL 306 R  
Cr: 3; Contact hrs: 45

This course is aimed at introducing students to the current dynamics of urban economies, highlighting the possible strategies that cities can develop in order to turn their assets into value, and promote economic growth, thus attracting international tourism, capital and investors. The main focus of the course is on analyzing and learning from “cases of success” (e.g. Abu Dhabi, Barcelona) in order to favor the acquisition of basic policy skills that students can then use for their future university or professional careers.

## Economic Geography

BUS 308 R; Dual listed: ENV 308 R  
Cr: 3; Contact hrs: 45

Economic Geography is the discipline which explores the economic dimensions of human geography. This course equips students to better understand the interconnected regional and global systems of economics, business, politics, and also important related issues such as development and sustainability. Special attention is given to variations in socioeconomic dynamics including flows of goods, capitals and people, and production systems. Necessarily comparative in approach, this course exploits our Italian location by focusing on case studies of a particularly important region and neighboring zones: the Mediterranean.

**Prerequisites:** BUS 180 Principles of Macroeconomics, or equivalent, and an introductory social science course are recommended

## International Project Management and Fundraising

BUS 325 R  
Cr: 3; Contact hrs: 45

This course seeks to give students a basic skill set, which will enable them to successfully develop and implement any international cooperation projects without succumbing to mismanagement and to budgetary shortcomings. The course offers an introduction to key considerations in the implementation of international cooperation projects and in particular to the basic principals of modern project cycle management, including such themes as fundraising, campaigning and budgeting. Particular attention will be paid to the understanding of fundraising, including identifying fundraising needs and goals; designing a viable campaign; creative fundraising activities; and grant writing. The emphasis of the course is on the world of non-profit organizations but some attention is also devoted to the for-profit dimension and to elements of international business which are common to both. Guest speakers may be invited to share their experiences in managing projects and fundraising for such organizations as UNICEF and FAO.

**Prerequisites:** 1) Calculus I, or Introduction to Statistics, or Calculus with Management; 2) Managerial Accounting; 3) BUS 130 Introduction to Business, or equivalents

## Sport Marketing and Communication Internship

BUS 366 R; Dual listed: COM 366 R  
Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Sport Marketing and Communication. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers,

and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary.

The placement is with an established basketball academy which regularly collaborates with NBA stars. Interns develop and carry out various activities which may include but are not limited to: developing marketing plans, assisting the press office & media manager; following the team and the academy at home games to write articles; updating websites and social media; creating promotional videos and promos to be released on YouTube; spreading the academy’s philosophy in Italy and abroad. Please note that the Sport Marketing and Communications internship requires interns to fulfill part of their internship hours on weekends.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Sport Marketing and Communication majors of junior standing. Fluency in Italian may be advantageous but is not required

## Advanced International Marketing

BUS 390 R  
Cr: 3; Contact hrs: 45

The course aims to give to the students an in depth understanding of the international marketing environment and of the different strategies used by the firms to face a complex scenario. The subject matter of the two modules in International marketing and International strategy are combined to provide an in-depth study of these two fields. The advanced module goes further in extending the reach of this combined subject matter. These modules will provide students with an understanding of how Corporate and Business Strategy fits into the organization and running of a company or multi-company corporation and will introduce students to the way in which a firm can achieve sustainable competitive advantage and develop the corporation internationally. They will also enable students to develop an advanced understanding of the managerial marketing vocabulary of concepts, maxims and normative models within an international context drawing on issues in differing domains of practice including the public sector.

**Note:** this course is offered in partnership with the School of Management, Marist College, which is AACSB accredited.

**Prerequisites:** Marketing majors/minors of junior standing with at least two prior courses in the field

## CLA - Archaeology and Classical Studies

### Underground Rome: The Christian Catacombs

CLA 205 R  
Cr: 3; Contact hrs: 45

The course aims to study and explore the darkest, deepest places beneath the city of Rome: there the still-extant underground web of galleries, shrines and basilicas built during the Early Christian and Early Medieval centuries (approx.150-900 CE). Thanks to a number of lectures and on-site classes, students will be able to understand the birth and affirmation of the Christian religion in the capital city of the pagan Roman Empire. Study of archaeological sites and material culture are an essential part of the course, which includes class visits to many sites including the Vatican necropolis beneath St. Peter’s, the catacombs of St. Sebastian, and the basilica of San Clemente.

### Roman Civilization through Its Monuments

CLA 207 R; Dual listed: HIS 207 R  
Cr: 3; Contact hrs: 45

This course investigates the history of ancient Rome primarily through its monuments — its architecture and urban form. We will consider the mythology of Rome as caput mundi (“the head of the world”), as well as the physical city and its infrastructures in antiquity, from the 8th century BCE to the 5th century CE.

Significant architectural examples and monuments will be studied in their original historical, social and cultural context. The ways in which power was expressed symbolically through building projects and artwork will be addressed during classes, which will be held mostly on site in the city and its environs. Key archaeological sites and museums in and around the city of Rome will also form part of the program.

## Ancient Rome

CLA 210 R; Dual listed: HIS 200 R  
Cr: 3; Contact hrs: 45

This course offers a comprehensive introduction to the history and growth of the ancient Roman empire from the early settlements in Latium, through the republican and imperial periods, to the formation of a new Roman world after the crisis of the 3rd century. A series of themes and issues will be explored: the range of primary sources available for ancient history; the political organization of the Roman state; the territorial expansion and its influence on the cultural and administrative sphere; Roman religion and the spread of Christianity; the Roman frontiers and the barbarian populations; and the end of the Roman world and the birth of a new society. In order to stimulate students' critical skills in observing historical phenomena, a problem-oriented approach will be supported by readings of primary sources. Students will also have the chance to observe different approaches to understanding the past and will develop a sense of the role of historians and history in society.

## Archaeology of Italy: from Constantine to Charlemagne

CLA 298 R  
Cr: 3; Contact hrs: 45

Once dismissed as the "Dark Ages" of invasion and destruction between the fall of ancient Rome and the rise of the medieval communes, the period has become the focus of intense scholarly activity and debate. Thanks to excavations in towns, villas, cemeteries, churches and castles, a vastly more dynamic picture has emerged for Italy from Late Antiquity and the Early Middle Ages (circa 300-1000 CE). Exploiting new data and finds, together with secondary studies and literary sources, this course offers an overview of the archeological evidence and history of one of the most vital and complex periods in all European history. The stress is on continuity and major changes that occurred in the peninsula after the collapse of the Western Roman Empire. The medieval remains in Rome and northern Latium are outstanding. Course topics include: archaeology of various typologies (domestic, settlements, churches, monasteries, burials, defensive structures); specific cultures (Ostrogoths, Lombards); inscriptions; conservation and reconstruction; distinctive object types; basic analytical methods of various materials (pottery, metal, glass, wood, stone). Activities include visits to museums in Rome and Tuscania (special laboratory), and to two excavation sites.

## The Age of the Heroes: Iliad, Odyssey, Aeneid, and the Origins of Western Literature

CLA 306 R; Dual listed: LIT 306 R  
Cr: 3; Contact hrs: 45

The course is a general overview of ancient literature through the analysis and comparison of some of the oldest works of Western civilization. Through a reading of the most significant chapters of the Iliad and the Odyssey, students will get in contact with the aristocratic world and heroes described by Homer in 8-7th century BCE, in order to reconstruct the society of early Greece in the Mycenaean period. The stories presented in the Iliad and Odyssey, considered the "Bible" of classical civilization, show how Greeks used myth to express archetypal values which became immortal for successive generations. Myths are analyzed not only as amazing stories but also as bearers of important messages about life within society, and as primary forms of communication and instruction in a non-literate and oral society. The great influence of Greek myths on Roman legends will also be seen through the reading of some passages of the Aeneid - the national poem of Rome written by Virgil in the 1st century BCE - focusing on the link between Roman history and Greek tradition. The hero of the work, Aeneas, was the survivor of the fall of Troy and the ancestor of

Rome's leaders. A comparison between Aeneas' and Odysseus' wanderings will conclude the course.

## Greek and Roman Mythology

CLA 310 R  
Cr: 3; Contact hrs: 45

The traditional stories about the Greek gods and heroes have always been a fundamental part of Western art and literature, especially since their "rediscovery" by Renaissance humanism. A selection of the great works of ancient Greek literature will present the most important stories, and will also show how the Greeks used myth to express the traditional ideals and personal reflections that captivated and shaped subsequent European culture. The pictorial narratives, so common in Greek and Roman monuments and objects, will introduce the sophisticated visual language created by the Greeks to tell such elaborate tales, the first such iconographic system and one which was to some extent "revived," together with the gods, heroes and heroines, in Renaissance art. To know Roman mythology and understand its similarities and differences with Greek mythology is to understand the real essence of the ideals and aspirations of a great people that built a great empire. In particular, Virgil and Ovid, the most widely known writers of Roman mythology, and also other Roman writers, will help students develop a new interest for Roman myth, history and art.

## Art and Architecture of Ancient Rome

CLA 318 R; Dual listed: ART 315 R  
Cr: 3; Contact hrs: 45

This upper level course examines the major developments in the art and architecture of ancient Rome from the foundation of the city to the age of Constantine, with an emphasis on significant examples of Roman monumental buildings and works of art, crucial archaeological sites, and newly excavated areas. In addition to introducing students to analysis and interpretation of styles, this course addresses a variety of current themes and topics such as public and private architectural spaces, urban planning, traditions, innovations, patronage, past and current meaning of Roman art. The emphasis is on investigating Roman art and architecture in relation to cultural, political, social, and economic developments and through an interdisciplinary approach. To facilitate the understanding of the multifaceted aspects of Ancient Rome, conventional classroom lectures are supplemented with field trips to museums, archaeological sites, and excavations in progress.

**Prerequisites:** ART 180 Art History I, or ART 186 Art History II, or equivalents

## CLT - Cultural Studies

### Food and Culture

CLT 198 R; Dual listed: ANT 198 R; NUH 198 R  
Cr: 3; Contact hrs: 45

If "you are what you eat," just why do you eat the way you do? This course considers the relationships between the multiple meanings of food and the acts of preparing and eating food, and further explores food and personal and social identity. Students will examine why different people make different food choices in their daily lives, why individuals from certain social classes will avoid or esteem particular foods, and in general how food serves as a factor in self-definition. Because a person's attitude toward food can reveal not just personal identity traits but a whole food ideology, this course will also analyze the role of food in the construction of ethnic identity, in the display of religious beliefs, and in the negotiation of gender roles. Students learn how cultures and values are transmitted and preserved through food. Through personal essays and the interdisciplinary secondary literature, students will be guided to analyze the complex and fascinating relationships between people and food, helping them to understand how cultures (including their own) ultimately determine all human food choices.

## Italian Food through Culture, Environment, and Sustainability

CLT 224 R; Dual listed: NUH 224 R; ENV 224 R  
Cr: 3; Contact hrs: 45

The course provides an in-depth study of the intrinsic relationships between food, culture and environment in Italy. The focus is on the finest Italian products, classic Italian recipes, traditions and eating habits in terms of their cultural-historical significance and evolution over time, from the northern to the southern regions of Italy. Particular emphasis is given to the environmental conditions (such as microclimate and composition of soil) of each geographical origin along with the production process of the foods, which confer uniqueness of flavor and nutritional value. Finally, the history and traditions of “Romanesca” cuisine and the food biodiversity of the Latium region (Lazio) are explored; through field trips students will experience the cuisine as well as its cultural context.

## COM - Communications

### Introduction to Communication

COM 130 R  
Cr: 3; Contact hrs: 45

This course surveys the theories of communication relevant to all contexts (including interpersonal, group, organizational, mediated, and cultural) and the ways in which contexts affect the form of communication. The course introduces students to essential concepts and fundamental theories that describe the processes, functions, natures, and effects of communication. General goals of the course are to familiarize students with the basic concepts of communication and to help them understand and improve basic skills in relation to interpersonal communication. Students deal with ethical issues and global opportunities and challenges offered by communication, and they have an opportunity to develop their critical thinking and writing, as well as group work and presentation skills.

### Mass Communication

COM 180 R  
Cr: 3; Contact hrs: 45

This is an introductory course to mass communication, focusing on a wide range of old and new media. Thus, the major themes will be two: “traditional” media (newspapers, magazines, radio, telephone, Motion Pictures, TV) and “digital” media (personal computers, Internet, digital TV). Through a “social history” of the development of mass communication, much attention will be paid to the “convergence” of old and new, as well as the most relevant marketing topics (product marketing, advertising). The course will show how technological changes have influenced mass media in modern times by increasing their variety and power. Secondly, it will examine how these changes brought about new communication possibilities, either as completely new concepts or in conjunction with existing media. Finally, the main cultural changes resulting from this evolution will be analyzed and discussed with regards to individual and social changes, and political and economic impact and the role of information in our society. Semiotics is fundamental to approaching mass communication as a wide-scale linguistic phenomenon in which transmitters, receivers and messages can be identified, analyzed and critically interpreted at any possible level.

### New Media: Communication in the Digital Age

COM 182 R  
Cr: 3; Contact hrs: 45

What do we really mean when we use the term “mass media” today? Is it really the same thing we could have meant twenty years ago, when television was still the main tool for mass information? The digital age has introduced new communication devices (laptops, digital cameras, smart phones, iPods, iPads) and new virtual places (blogs, chat rooms, social networks, online shops, peer-to-peer platforms), shaped around our wants, though often perceived/imposed as “needs.” Following a two-step program, the student will learn about causes and effects of the digital revolution: first analyzing features and functions of all main digital communication devices (and

places), then discussing their influence on us as citizens, artists, professionals, individuals.

### Introduction to Journalism

COM 185 R; Dual listed: WRI 185 R  
Cr: 3; Contact hrs: 45

Journalism covers a huge range of output across all media and is an influential form of communication in almost every country of the world. Journalism involves the sifting and editing of information and events; it is about putting ideas and controversies into context, and it is about the assessment of the validity and truthfulness of actions or comments. This course will offer an introduction to the history and practical skills of print and broadcast journalism. Students will be guided in researching and interviewing techniques and in writing news articles, reviews and features for a variety of media. They will also have hands-on experience in preparing, recording and editing a radio program or webcast.

**Prerequisites:** WRI 150 Writing for College, or equivalent

### Event Planning

COM 232 R; Dual listed: BUS 232 R  
Cr: 3; Contact hrs: 45

This course introduces students to special event planning processes and techniques. Emphasis is on creating, organizing, identifying sponsors for, marketing and implementing large-scale community events, as well as show rooms and trade shows to photoshoots and fashion shows. We will explore this very detail-oriented field as it deals with vendors, contracts, fundraising, budgeting, ethics, and other aspects. Students will research product, competition and target market to determine best possible exposure and success. As part of the course students may organize a real event in interdisciplinary collaboration with other departments.

### Media Ethics

COM 245 R  
Cr: 3; Contact hrs: 45

Today’s communications are so complex and the problems they encounter happen so suddenly that we may not have time to consider all of the ethical implications. Journalists, editors, professionals in advertising and public relations are called upon to weigh up potential benefits and harm by their actions in covering stories, in revealing facts that might otherwise be kept private, and in respecting conflicting loyalties. They also find themselves confronted by situations in which they must choose between actions that seem equally right, or equally wrong. Wartime and peacetime propaganda, the Western world’s information system, the PR industry, digital convergence and new frontiers for mass communication: everyone encounters ethical dilemmas. The goal of this course is to train you to face what you will inevitably face in your professional careers and in your private lives.

### Integrated Marketing Communication

COM 262 R; Dual listed: BUS 262 R  
Cr: 3; Contact hrs: 45

Marketing communication is one of the most exciting and stimulating areas in modern marketing. Its importance has grown dramatically in the recent decades. The means through which we communicate all around the world have been affected by the new technological advances. These advances, such as the Internet, have enabled and eased interaction on a global scale. Therefore, marketers are looking for new means of communication that can better gain the attention of customers.

This course will examine the theory and techniques applicable today to all the major marketing communication functions: ads, direct marketing, sales promotion, public relations, personal selling and the Internet. It will allow students to research and evaluate a company’s marketing and promotional situation and use this information in developing effective communication strategies and programs.

**Prerequisites:** BUS 150 Introduction to Marketing, or equivalent. Recommended: COM 180 Mass Communication, or equivalent

## Intercultural Communication

COM 290 R; Dual listed: ANT 290 R  
Cr: 3; Contact hrs: 45

The course, which introduces students to the basic patterns of cross-cultural psychology and communication, proposes an analysis of communication behavior in interpersonal and intercultural, individual and group environments. Along with a study of the influence of culture on identity, viewpoints, and communication, it progressively proposes all the theoretical concepts that are necessary to analyze communication in an interpersonal and intercultural context. Topics include: common communication difficulties, communication roles and proxemics. Special emphasis is placed on rituals, message patterns, clothing, myths, ideologies, and on the influence of the mass media on our cross-cultural representation of reality.

**Prerequisites:** Junior standing

## Public Relations

COM 300 R  
Cr: 3; Contact hrs: 45

We will study the definitions, functions and evolution of public relations, including the application of PR theory and ways to plan a PR campaign (planning process, issue analysis, research methods and strategies). The different fields in which public relations practitioners operate will be presented in relation to case studies and exercises: media relations, event management, crisis management, corporate identity, internal/external communications, community relations, international PR and marketing support, and effectiveness evaluation. Finally, future perspectives and new technological opportunities will be taken into account, trying to define new boundaries for a discipline too often underrated or misunderstood.

**Prerequisites:** COM 180 Mass Communication, or equivalent

## War and Media

COM 301 R; Dual listed: POL 301 R; PST 301 R  
Cr: 3; Contact hrs: 45

This course analyses the role played by the media in the evolution of national and international wars. We will investigate the extent to which the media either influence decision-making about military interventions or serve as tools in the hands of government officials seeking to influence public opinion. A number of media-related phenomena will be studied including the CNN effect, agenda setting, real time policy, media diplomacy, media war, news management and propaganda, through the examination of key international conflicts, especially since 1950. Several different topics will be explained to understand the intersection between war and media: the proliferation of satellite technologies and the internet; the importance of the international TV networks (like CNN and al Jazeera); the role of still and moving images; the importance of journalists and journalistic routines; the relevance of press conferences, briefings, and official statements; the representation of war in movies and artists' works; the media gap between "North" and "South"; the emergence of "non-Western" media; and also the spread of ethnic conflicts and terrorism, and the more and more asymmetric nature of war.

**Prerequisites:** COM 180 Mass Communication, or HIS 130 Western Civilization, or POL 150 Introduction to Political Science, or equivalents

## Sport Marketing and Communication Internship

COM 366 R; Dual listed: BUS 366 R  
Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Sport Marketing and Communication. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is with an established basketball academy which regularly collaborates with NBA stars. Interns develop and carry out various activities which may include but are not limited to: developing marketing plans, assisting the press office & media

manager; following the team and the academy at home games to write articles; updating websites and social media; creating promotional videos and promos to be released on YouTube; spreading the academy's philosophy in Italy and abroad. Please note that the Sport Marketing and Communications internship requires interns to fulfill part of their internship hours on weekends.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview during the first week of the term.

**Prerequisites:** Sport Marketing and Communication majors of junior standing. Fluency in Italian may be advantageous but is not required

## ENV - Geography and Environmental Studies

### Introduction to Environmental Issues

ENV 180 R  
Cr: 3; Contact hrs: 45

Introduction to ecological concepts that provide a foundation for understanding present and future critical environmental issues such as population growth, natural resource management, biodiversity and global changes, wilderness, food production, and changing habitats. Emphasis is placed on situating global environmental issues within an earth-systems science framework including climate change, pollution, land and coastal degradation, water resources, and habitat loss.

### Italian Food through Culture, Environment, and Sustainability

ENV 224 R; Dual listed: NUH 224 R; CLT 224 R  
Cr: 3; Contact hrs: 45

The course provides an in-depth study of the intrinsic relationships between food, culture and environment in Italy. The focus is on the finest Italian products, classic Italian recipes, traditions and eating habits in terms of their cultural-historical significance and evolution over time, from the northern to the southern regions of Italy. Particular emphasis is given to the environmental conditions (such as microclimate and composition of soil) of each geographical origin along with the production process of the foods, which confer uniqueness of flavor and nutritional value. Finally, the history and traditions of "Romanesca" cuisine and the food biodiversity of the Latium region (Lazio) are explored; through field trips students will experience the cuisine as well as its cultural context.

### Environmental Ecology

ENV 240 R  
Cr: 3; Contact hrs: 45

This course explores the impact that human activities have on the environment. The basic concepts of ecology will be covered as well as the theoretical tools necessary for the understanding of causes and effects of the alteration of the balance of an ecological system. The following major issues will be studied and analyzed with particular emphasis on current events: atmospheric and ground pollution; alteration of ecosystems; energy consumption and development of alternative energy sources; and food resources.

### Economic Geography

ENV 308 R; Dual listed: BUS 308 R  
Cr: 3; Contact hrs: 45

Economic Geography is the discipline which explores the economic dimensions of human geography. This course equips students to better understand the interconnected regional and global systems of economics, business, politics, and also important related issues such as development and sustainability. Special attention is given to variations in socioeconomic dynamics including flows of goods, capitals and people, and production systems. Necessarily comparative in approach, this

course exploits our Italian location by focusing on case studies of a particularly important region and neighboring zones: the Mediterranean.

**Prerequisites:** BUS 180 Principles of Macroeconomics, or equivalent, and an introductory social science course are recommended

## HIS - History

### Western Civilization

HIS 130 R

Cr: 3; Contact hrs: 45

Survey of cultural, social and political developments in the western tradition between its origins in the Ancient Near East and the present. Themes include: the Judeo-Christian and Greco-Roman heritages, medieval to modern Europe, nationalism, industrialization, western imperialism, totalitarianism and two World Wars, challenges of the later 20th and early 21st centuries.

### Making of Modern Europe from Antiquity to French Revolution

HIS 150 R

Cr: 3; Contact hrs: 45

The course will explore the vast physical, social, political and mental changes that occurred in European societies from the rise of Mediterranean civilization until the French Revolution. This long-term perspective will help students to understand the turning points in European history and the historical roots of contemporary European states. Particular attention will be devoted to the influence of Roman civilization on subsequent European empires and states. The evolution of Europe's external relations will be another key topic of the course. The imperial expansion of Rome, the barbaric invasions, the Crusades and finally the new forms of European colonialism will be analyzed and explained. The third main theme of the course will be the process of nation building in modern Europe, the rationale for the rise of nations and empires and the dynamics of the new system of states and international relations that appeared with the so-called Ancien Régime. This part of the course will provide students with a very important tool for understanding contemporary Europe and elements of historical methodology as well as elements of political theory which will be useful for other courses on European history and politics.

### Ancient Rome

HIS 200 R; Dual listed: CLA 210 R

Cr: 3; Contact hrs: 45

This course offers a comprehensive introduction to the history and growth of the ancient Roman empire from the early settlements in Latium, through the republican and imperial periods, to the formation of a new Roman world after the crisis of the 3rd century. A series of themes and issues will be explored: the range of primary sources available for ancient history; the political organization of the Roman state; the territorial expansion and its influence on the cultural and administrative sphere; Roman religion and the spread of Christianity; the Roman frontiers and the barbarian populations; and the end of the Roman world and the birth of a new society. In order to stimulate students' critical skills in observing historical phenomena, a problem-oriented approach will be supported by readings of primary sources. Students will also have the chance to observe different approaches to understanding the past and will develop a sense of the role of historians and history in society.

### Roman Civilization through Its Monuments

HIS 207 R; Dual listed: CLA 207 R

Cr: 3; Contact hrs: 45

This course investigates the history of ancient Rome primarily through its monuments — its architecture and urban form. We will consider the mythology of Rome as caput mundi ("the head of the world"), as well as the physical city and its infrastructures in antiquity, from the 8th century BCE to the 5th century CE. Significant architectural examples and monuments will be studied in their original historical, social and cultural context. The ways in which power was expressed symbolically through

building projects and artwork will be addressed during classes, which will be held mostly on site in the city and its environs. Key archaeological sites and museums in and around the city of Rome will also form part of the program.

### History of Rome through the Cinema

HIS 255 R; Dual listed: MCT 250 R

Cr: 3; Contact hrs: 45

The extraordinary history of the city of Rome has always been enmeshed with tragedy, drama and legend. In this course students analyze major events and developments in Roman history as depicted in famous movies, with a particular focus on the history of Rome from the 1920s to the 1970s. The films will also be explored in order to provide students with an insight into techniques for writing a short but vivid cinematographic script. In the second part of the course, students will additionally have the opportunity to create their own Roman movie script using not only the information and professional tools studied in class but also their personal experiences made during their day by day life in Rome.

### Italy's Contribution to Modern Science

HIS 281 R; Dual listed: PHR 281 R

Cr: 3; Contact hrs: 45

This course introduces science students to the historic developments of the basic principles and theories of modern physics, astronomy, engineering, chemistry, and biology. Students learn about the contributions of great Italian scientists and mathematicians, from the early modern period, through the Enlightenment era, and the Twentieth Century. Figures studied include Leonardo da Vinci, Galileo, Vincenzo Viviani, Alessandro Volta, Enrico Fermi, and others. Ideas and discoveries are contextualized by exploring their impact (and that of related technologies) on history and society.

### Italian Renaissance Civilization and Culture

HIS 300 R

Cr: 3; Contact hrs: 45

This course explores the historical, literary and cultural developments of one of the most remarkable and vibrant periods of Italian history: the Renaissance. Students will be introduced to the main historical developments of the Renaissance period from the late fourteenth century to the end of the sixteenth century. The Renaissance is above all the age of the individual and the affirmation of his/her achievements, best summed up by the credo "Man – the measure of all things". The focus of this course is therefore upon great personalities of the Italian Renaissance mainly in the fields of the visual arts, literature and philosophy, but also drawn from those of politics and civic life. These include key figures of the most prominent Italian families: the Medici, the Sforza, the Della Rovere; artists and architects: Brunelleschi, Leon Battista Alberti, Leonardo da Vinci, Michelangelo; writers, poets and philosophers: Dante, Petrarca, Boccaccio, Pico della Mirandola, Machiavelli, as well as merchants and bankers. All these individuals left their mark in Italy between the early 1400s and the late 1500s.

**Prerequisites:** HIS 130 Western Civilization, or equivalent

## LIT - Literature

### Survey of Western Literature

LIT 150 R

Cr: 3; Contact hrs: 45

This course is an exploration of major texts from antiquity to the present that have shaped and expressed Western cultural traditions (all readings are in English translation). Emphasis will be placed on the nature of genre, period, and style. The course also offers the opportunity to develop an awareness of literature and the skills required to approach and understand it.

### Rome in the Literary Imagination

LIT 275 R

Cr: 3; Contact hrs: 45

This course will focus on the great Anglo-American poets, playwrights, and novelists who have been inspired by the Eternal City and on the representations of Rome in their works, from the

English Renaissance to the present day. As a living monument to the Ancient Roman empire, the capital of modern Italy, and seat of the Vatican, Rome has long captured the imagination of foreign travelers, artists, and writers. The course will survey a range of writings – from travel chronicles and poetry to plays, short stories, and novels – by writers as diverse as Shakespeare, Dickens, Twain, Keats, Auden, Hawthorne, James, Wharton, Hemingway, Tennessee Williams, Upton Sinclair, and Cheever. Comparative literary and cultural perspective is built through a course unit dedicated to works of selected modern and contemporary Italian authors in translation. Addressing such authors as Pirandello, Gadda, Brancati, Flaiano, Moravia, Elsa Morante, Natalia Ginzburg and others, students pursue the issue of how far Rome may or may not represent “Italianness.” Selected films drawn from literary works receive attention as well.

### Contemporary European Literature

LIT 300 R

Cr: 3; Contact hrs: 45

The course will focus on European contemporary literature surveying some of the most important authors of the last fifty years. Students will become familiar with Italian, English, Spanish, German and French authors. The course will deal with Nobel Prize winners such as Samuel Beckett (France/Ireland), Heinrich Böll (Germany), William Golding (England) and with other important novelists such as Martín Gaité (Spain), Italo Calvino, Antonio Tabucchi, Alessandro Baricco (Italy), Angela Carter (England). The course will also take into consideration non-European authors who, living in Europe, have had a huge impact on European literature, among others Jorge Luis Borges and the Nobel Prize winner Gabriel García Márquez.

**Prerequisites:** LIT 150 Survey of Western Literature, or equivalent

### Shakespeare's Italy

LIT 302 R; Dual listed: MCT 302 R

Cr: 3; Contact hrs: 45

Shakespeare, the greatest English-language dramatist of all time, set approximately one-fourth of his plays in Italian cities such as ancient Rome, Verona and Venice. In this course, we will focus on a small selection of his “Italian plays”, including “Romeo and Juliet” and “The Merchant of Venice”, in order to see how Shakespeare combined historical evidence and fiction, past and present, for dramatic effect and social commentary. Students will work with primary sources; for the same purpose they may also perform selected scenes. This course allows students to learn more about Shakespeare's works and personality, and about relations between Elizabethan literary and theatrical culture and Renaissance Italy.

**Prerequisites:** LIT 150 Survey of Western Literature, or equivalent

### The Age of the Heroes: Iliad, Odyssey, Aeneid, and the Origins of Western Literature

LIT 306 R; Dual listed: CLA 306 R

Cr: 3; Contact hrs: 45

The course is a general overview of ancient literature through the analysis and comparison of some of the oldest works of Western civilization. Through a reading of the most significant chapters of the Iliad and the Odyssey, students will get in contact with the aristocratic world and heroes described by Homer in 8-7th century BCE, in order to reconstruct the society of early Greece in the Mycenaean period. The stories presented in the Iliad and Odyssey, considered the “Bible” of classical civilization, show how Greeks used myth to express archetypal values which became immortal for successive generations. Myths are analyzed not only as amazing stories but also as bearers of important messages about life within society, and as primary forms of communication and instruction in a non-literate and oral society. The great influence of Greek myths on Roman legends will also be seen through the reading of some passages of the Aeneid – the national poem of Rome written by Virgil in the 1st century BCE – focusing on the link between Roman history and Greek tradition. The hero of the work, Aeneas, was the survivor of the fall of Troy and the ancestor of Rome's leaders. A comparison between Aeneas' and Odysseus' wanderings will conclude the course.

### Italian Grand Tour: Italy through the Eyes of Famous Travellers

LIT 350 R

Cr: 3; Contact hrs: 45

This course is an introduction to the literature generated by the “Grand Tour” experiences between the 18th and the 19th centuries and to its continuation and development in the 20th century. The main focus will be the textual analysis of the memoirs, letters and diaries written by some of the most famous artists, writers and intellectuals who resided and traveled in Italy. Our selection will include British, German and American writers. Another important aspect of the course will be the study of the history, the works of art, the monuments and the folklore events of the main Grand Tour destinations: Venice, Florence, Rome. Students will learn about the different experiences of famous foreign travelers in Italy through the centuries and will be able to understand some stereotypes, prejudices and idealized visions about Italy and Italians that still survive today.

### MCT - Music, Cinema and Theatre Studies

#### Italian Cinema and Society

MCT 200 R; Dual listed: SOC 201 R

Cr: 3; Contact hrs: 45

This course explores Italian cinema from its origins to the present time, within the socioeconomic and historical context of Italian culture and society. The course is based on the premise that film can be usefully employed for studying a society's history and culture, including such areas as customs, ideologies, discourses, gender roles and social problems. Areas of particular focus will include Fascism, World War II, the economic miracle, the southern question, political terrorism of the 1970s, commercial television, the Second Republic, the Mafia, and the contemporary phenomenon of immigration. Along the way we will be looking at some of the major works of key directors, as well as at the most important genres of popular cinema, giving particular attention to the intellectual, historical, cultural, and literary matrix of each movie. Through analyzing the ways in which Italian cultural, social and political conflicts are portrayed and worked out both in art films and popular cinema, students will be encouraged to reach an understanding of the possibilities of film both as work of art and as cultural document.

#### History of Rome through the Cinema

MCT 250 R; Dual listed: HIS 255 R

Cr: 3; Contact hrs: 45

The extraordinary history of the city of Rome has always been enmeshed with tragedy, drama and legend. In this course students analyze major events and developments in Roman history as depicted in famous movies, with a particular focus on the history of Rome from the 1920s to the 1970s. The films will also be explored in order to provide students with an insight into techniques for writing a short but vivid cinematographic script. In the second part of the course, students will additionally have the opportunity to create their own Roman movie script using not only the information and professional tools studied in class but also their personal experiences made during their day by day life in Rome.

#### Film and Mafia

MCT 265 R; Dual listed: SOC 265 R

Cr: 3; Contact hrs: 45

The term ‘Mafia’, is one of several world recognized Italian words. It is also one of the most popular subjects in film, with a wide range of cinematic representations. Mafia stories are often present in comedies, dramas, gangster movies and parodies. This course is focused on the historical, political and social background of the Italian mafia with special attention to the Sicilian phenomenon and its links with the American “Cosa Nostra”. The most significant works about the mafia (directed in Italy and in the United States) will be shown and discussed during the lectures.

**Film: The Spectator's Experience**

MCT 274 R; Dual listed: PSY 274 R  
Cr: 3; Contact hrs: 45

This course approaches film from the point of view of the spectator, that is to say an individual's emotions, thought processes, and psychology. The course seeks answers to such natural questions as: how does the mind actually manage film images and sounds?; what takes place when we are moved to sympathize with a screen character, even a "villain"?; what is implied psychologically in the physical situation of watching a movie? The point of departure is a general consideration of the way the human mind processes visual information, and how it engages with media and mass media. Seeking to isolate what is special about the film experience, students explore psychological mechanisms and situations that may come into play before the cinema screen, including role models and identification, curiosity, and voyeurism. The course builds student awareness that our reactions and responses to film obey certain structures, and that in order to reach their objectives scriptwriters, editors and directors manipulate those structures. The class format includes guided screening of movies and sequences and discussions.

**Italian Society through the Cinema**

MCT 282 R; Dual listed: SOC 275 R  
Cr: 3; Contact hrs: 45

This course presents the development and changes of the Italian society in the last decades as seen through Italian cinematic vision. The films discussed during the lectures will be shown in chronological order, and cover some of the most significant periods of Italian society: Fascism, the war and post-war time, the economic boom of the early sixties, the anger and protest of the young generation. "Genre" movies will be discussed with special attention given to the "Comedy Italian Style." Information about the most important periods of Italian history, from Fascism to the present time, will be followed throughout the course. Films are in Italian with English subtitles.

**Italian Opera**

MCT 285 R  
Cr: 3; Contact hrs: 45

The course surveys the historical and artistic evolution of Italian Opera, from its beginnings in the classical atmosphere of the late Renaissance, through the extravagant Baroque, the passionate period of Romanticism up to the last exciting works of the early Modern age. The bulk of the program is dedicated to the great repertoire of the 1700s and 1800s, still today the most popular and frequently performed. The course follows a special approach exploring the social, philosophical and literary forces that shaped Opera. Particular emphasis is placed on the musical aspects of Opera, like the style of singing, the different roles on stage, the evolution of the orchestra and its instruments. The major operatic composers (Mozart, Rossini, Verdi, Puccini) are studied in depth, exploring the musical and dramatic values of their masterpieces.

**Film Studies**

MCT 295 R  
Cr: 3; Contact hrs: 45

This course is an introduction to the study of film as an art form. Rather than take the Hollywood model as the 'natural' form for a film, students will be encouraged to regard it as only one, albeit predominant, form of film-making among many others. This exploration will be undertaken through an analysis of the different elements and formal principles that make up a film and an exploration of how these have evolved historically in a variety of movements. Students will view a number of landmark films and study how they combine different elements, such as sound, editing and mise-en-scene, to construct different narratives. Although the primary emphasis will be on aesthetics, films will also be placed in their historical, political, technological and economic contexts. The basic goal of this class is to develop an understanding of the art and history of film, and to think critically about filmmaking.

**History of Italian Cinema**

MCT 298 R  
Cr: 3; Contact hrs: 45

This is an intermediate level course dealing with the development of Italian cinema from Neorealism to the present time. Renowned directors such as Rossellini, De Sica, Visconti, Fellini, Antonioni, Pasolini, and the most significant works of both neorealist and post-neorealist times (Rome Open City, The Bicycle Thief, Riso Amaro, La Strada, etc.), will be analyzed. The influence of Fascism, post-war crisis, the economic miracle, and the protests of 1968 will be taken into consideration, along with the most common themes in Italian cinema such as social injustice, psychological and existential analysis, neurotic alienation, crisis and decadence of the bourgeoisie and the overall ironic portrayal of Italian society. Genre, techniques, style, language and symbolism will be discussed.

**Shakespeare's Italy**

MCT 302 R; Dual listed: LIT 302 R  
Cr: 3; Contact hrs: 45

Shakespeare, the greatest English-language dramatist of all time, set approximately one-fourth of his plays in Italian cities such as ancient Rome, Verona and Venice. In this course, we will focus on a small selection of his "Italian plays," including "Romeo and Juliet" and "The Merchant of Venice," in order to see how Shakespeare combined historical evidence and fiction, past and present, for dramatic effect and social commentary. Students will work with primary sources; for the same purpose they may also perform selected scenes. This course allows students to learn more about Shakespeare's works and personality, and about relations between Elizabethan literary and theatrical culture and Renaissance Italy.

**Prerequisites:** LIT 150 Survey of Western Literature, or equivalent

**Masters of Italian Cinema: Fellini**

MCT 303 R  
Cr: 3; Contact hrs: 45

Italian cinema has been extremely influential in the development of international cinema. Completely reinvented after the Second World War, the Italian "seventh art" has produced important directors who have combined an interest in national, social and political issues with a very strong personal style. The course, which focuses on a single master for the entire semester, engages students in close analysis of several films, pertinent film studies criticism, and a range of interdisciplinary issues. The master studied this term is one of the most acclaimed Italian directors, Federico Fellini. Winner of multiple Oscars, including one for lifetime achievement, Fellini is a true iconoclast, for whom the adjective "Fellinesque" had to be invented. The course explores his innovative and bizarre style which magically blended reality and fantasy, broke common filmmaking codes, changed cinema history, and continues to influence cinema. Students will analyze his major themes that address relationships, family, society, and religion, obtaining a unique and ironic perspective on Italian culture and society.

**PHR - Philosophy and Religious Studies****Western Philosophy**

PHR 130 R  
Cr: 3; Contact hrs: 45

This course presents major questions and thinkers of western philosophy. Key methods and terms of philosophical inquiry are explored. Provides a broad overview of major historical directions, systems and schools of philosophy in the western tradition from the pre-Socratics to the present. Discussion centers upon perennial themes such as the existence of God, the nature of knowledge, proof and reasoning, and ethics. Serves as the basis for further courses in philosophy.

## Introduction to Italian Philosophy

PHR 185 R  
Cr: 3; Contact hrs: 45

While introducing students to philosophy as a discipline in terms of methods, contents and questions, the course examines the evolution of the main schools of Italian philosophical thought. The focus is on its main thinkers and fundamental concerns from the Middle Ages through the rich debates of the late Renaissance, with its reforms and Age of Science. However, since the roots discussions by Italian philosophers over time lie in ancient philosophy the course begins with study of some key ideas of Greek, Roman and Early Christian thinkers. Attention is given to the cross-influences between Catholicism and philosophy that are one of the special traits of the Italian cultural heritage. Among the thinkers analyzed are Socrates, Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Dante, Petrarch, Marsilio Ficino, Pico della Mirandola, Machiavelli, Giordano Bruno and Galileo Galilei.

## Lost Symbolism: Secret Codes in Western Art

PHR 255 R; Dual listed: ART 255 R  
Cr: 3; Contact hrs: 45

The course focuses on the links between artworks and astrology, alchemy, geometry, numerology, and selected philosophical themes in Western art between 1300 and 1800. Art has served various functional and aesthetic purposes in different cultures and periods. In some eras art has also embodied a symbolic language, mysterious to the majority but highly significant to the minority able to read or decode it. For example, what we may call the secret messages of certain paintings and sculptures of past centuries can be interpreted in terms of astrology. A specific field of art history, iconography, studies subject matter, symbolism, and signification in works of art. Students use elements of this approach to examine the fascinating and complex range of meanings that some artworks were intended to transmit and which can still be recovered.

## Italy's Contribution to Modern Science

PHR 281 R; Dual listed: HIS 281 R  
Cr: 3; Contact hrs: 45

This course introduces science students to the historic developments of the basic principles and theories of modern physics, astronomy, engineering, chemistry, and biology. Students learn about the contributions of great Italian scientists and mathematicians, from the early modern period, through the Enlightenment era, and the Twentieth Century. Figures studied include Leonardo da Vinci, Galileo, Vincenzo Viviani, Alessandro Volta, Enrico Fermi, and others. Ideas and discoveries are contextualized by exploring their impact (and that of related technologies) on history and society.

## Religion and Culture in Italy

PHR 284 R  
Cr: 3; Contact hrs: 45

This course examines the interaction between culture and religion in Italy, above all modern Italy. The peninsula has been the almost uninterrupted home of the Catholic church and the Vatican State, a factor of great importance for centuries and still today in the development of Italian culture and society. At the same time Italy is a relatively young nation, democratic, industrialized, and multicultural. In the lively Italian cultural landscape religion can mean oceanic crowds at sanctuaries or a papal appearance, fierce newspaper debates, small parishes, and Muslims or Christians praying in rented spaces. Italy, indeed, epitomizes key issues in religion and culture generally. Students move between themes of diversity in religious belief and practice, coexistence of communities, continuity of tradition and local heritage, the political interface, secularism, religion in the media and popular culture, national identity, and educational, social and health policies and activities. The course exploits the special opportunity to investigate various religious communities in Rome.

## POL - Political Science and International Studies

### Introduction to Political Science

POL 150 R  
Cr: 3; Contact hrs: 45

This course will introduce you to the formal study of politics. You will become familiar with the basic vocabulary of the discipline, learn about the different ways that political issues are studied and develop critical reading and thinking. Furthermore, this course will define basic concepts such as politics, government, nation, state, types of political systems and development of political institutions.

### China's Development and the Global Shift

POL 240 R; Dual listed: BUS 240 R  
Cr: 3; Contact hrs: 45

In order to truly grasp the shift in economic power that is currently changing the global economy, it is fundamental to understand the Chinese history of economic reform and its political, environmental and social context and implications. This course aims to explore the mechanism and consequences of modern China's economic development as well as China's role in the global economy. Most of the analysis focuses on the recent history of China, especially following 1978 when China began its dramatic transformation from a planned to a market economy. The course will be organized around a number of major themes which include references to the historical and institutional background, the "rise of China" in the current geopolitical imagination, and key issues in China's foreign relations. The key questions we will try to understand in this course are: is China's growth rate sustainable; can it be repeated in other developing countries; and what are the costs of this rapid growth?

**Prerequisites:** recommended: POL 150 Introduction to Political Science and BUS 180 Principles of Macroeconomics, or equivalents

### Globalization and its Consequences

POL 250 R  
Cr: 3; Contact hrs: 45

"Globalization" has been a very popular term in recent years. Technological change, business strategies, cultural interactions and other aspects of human activity are occurring more and more on a planetary scale. The course aims at providing students with a basic understanding of the complexity of the phenomenon, by taking a historical approach covering the entire 20th century, and then focusing on the most recent political, social and economic processes of the late 20th and early 21st centuries. The course starts by defining the concept of globalization and then offers a brief but clear reconstruction of the trends towards globalization in previous phases of human history. It will then focus on specific questions: is economic globalization an inevitable phenomenon or, rather, a reversible one? Is economic globalization necessarily tied to western capitalism? Has globalization taken in the past, and could it take in the present, other forms than the laissez-faire capitalist one? What are the origins and the present role of global institutions such as the IMF and the World Bank? What role is played by nation states? The conclusive part of the course will address specific issues that have been the subject of heavy debate in recent times, such as the "global protests" of the late 1990s, the relationship between globalization and poverty and that between globalization and global warming.

### European Policies and Law

POL 263 R; Dual listed: BUS 263 R  
Cr: 3; Contact hrs: 45

This course focuses on the process of European integration and the evolution of the European Union by exploring the ideas and political practices that underlie this institution. The course will explore the potential of an emerging political entity that would at a minimum be an economic super power. The associated debate over what it means to be a "European" also raises important issues of political culture and national identity. This course will be divided into two parts: a first, institutional, part will emphasize economic aspects, institutions, policies and

legislation of the European Community, the internal market, the ESCB, and the euro. A second part, focused on some parts of the Treaty, will give students specific insights into commercial policies, and particular emphasis will be given to transport policy: freedom of movement, competition, taxation and approximation of laws. The last part of the course is focused on investigating the transformations that the transport framework has experienced under EU rule. Since its foundation in 1957, the European Union has developed its scope mostly in the commercial domain, with acceleration from the end of the 20th Century, with completion of a Common Market and of the Monetary Union. Within this framework, transport has been deeply affected by Community action, as an effect of implementation of both freedom of services and opening of transport markets. This part of the course is aimed at providing a general outlook of EU developments in commercial policies and a more in-depth analysis of rules on competition and harmonization of domestic legal and administrative legislation.

**Prerequisites:** POL 150 Introduction to Political Science, or equivalent

## The European Union

POL 281 R

Cr: 3; Contact hrs: 45

Europe is at the forefront of international regional integration: no other group of nation states has proceeded further in pooling sovereignty. This advanced course gives a broad overview of developments in the European Union (EU) from the aftermath of the Second World War to the 2004 wave of expansion that admitted countries of Central and Eastern Europe and the 2009 ratification of the Lisbon Treaty. The approach of this course is political and aims at helping students to understand the nature and the peculiar characteristics of European integration. The course is organized in three parts. First, it reviews the ideas, events, and actors that led to the foundation of the European Coal and Steel Community (ECSC) and the European Economic Community (EEC) and to its enlargement from 6 to 27 countries. Second, the course takes an in-depth look at EU institutions and policies, casting a critical eye on the crucial period from 1985 to 1993 that led to the acceleration of European integration through the Single European Act, further enlargements, and the Maastricht Treaty. Finally, the course reflects on three major questions facing the EU in the new millennium: What is the EU as a political subject? What is its purpose? What should be its role in a global world? To explore the resonances of these questions the course considers practical policy dilemmas that the EU faces in various fields such as economic and monetary policy, regulatory and distributive questions, the democratic deficit, the challenge of enlargement to the East, the Lisbon Treaty, and common foreign and security policy.

## The Mediterranean: History, Peoples and Integration

POL 285 R

Cr: 3; Contact hrs: 45

This course introduces students to the peoples of the Mediterranean region, and aims to provide them with an understanding of the complex social, religious and cultural realities of the area. After an historical overview of contemporary events (especially in the Maghreb region) and euro-mediterranean relationships, attention will be focused on the recent waves of migration from the south shore of the Mediterranean to Europe, its problems and possibilities for the future of the area. The course will analyze the difficulties of co-existence of different cultures in European societies, and the ranges of intercultural mediation practices available that might foster real dialogue and reconciliation among different communities. Special attention will be paid to the analysis of the Islamic community and the success or failure of mediation practices in various social contexts.

## The Global Economy

POL 290 R; Dual listed: BUS 295 R

Cr: 3; Contact hrs: 45

In the age of globalization both domestic and foreign economic policies play an important role in determining firms' strategies. Understanding such policies is an essential part of the cultural background of managers at all levels of a firm. At the same time, market choices have a greater impact on

economic policymaking in a global economy, as the range of alternatives open to them expands. The course focuses on analyzing both sides of this relationship. Special emphasis is placed on current issues: in policymaking on the basis of social choice principles and the normative and positive theory of economic policy; and issues concerning the establishment of international public institutions that can match the global reach of private institutions that generate many of today's economic challenges. The emphasis of the course will be in providing students with sound theoretical and empirical foundations for analyzing strategic behavior by firms and the implications for industrial structure, welfare and regulation. Applications will focus on recent developments in online markets, markets for digital products, and network industries - covering issues such as intellectual property rights, the Microsoft case, and access pricing in networks.

**Note:** this course is offered in partnership with the School of Management, Marist College, which is AACSB accredited.

**Prerequisites:** BUS 178 Principles of Microeconomics or BUS 180 Principles of Macroeconomics, or equivalents

## Humanitarian Affairs

POL 297 R

Cr: 3; Contact hrs: 45

Humanitarian emergencies and international aid are dynamic and increasingly important dimensions of world politics. This introduction to the field focuses on the interaction between international law, politics and human rights as concerns international relations and peace operations. Students receive a thorough grounding in international humanitarian assistance covering legal aspects and major practical and policy considerations regarding implementation. They also test academic theory against current events in terms of the fundamental humanitarian principles of humanity, neutrality, impartiality and independence. The course briefly retraces and analyzes the concept of "human security" and the highly debated principle of the "right to protect," both of continuing international relevance. However, the course is practitioner oriented. Students explore primary considerations for implementing humanitarian assistance, including: early warning systems; operational challenges (timely response, unhindered access, etc.); funding; coordination and cooperation; politics; the relationship between humanitarian assistance and longer-term sustainable development. In the process they look at many actors contributing to humanitarian assistance, ranging from the United Nations to the International Committee of the Red Cross (ICRC) and NGOs. The course outlines the relevant legal framework including international human rights law, international humanitarian law, refugee law and the international criminal courts. Finally, the course considers categories and persons directly affected by humanitarian crises such as refugees.

## War and Media

POL 301 R; Dual listed: COM 301 R; PST 301 R

Cr: 3; Contact hrs: 45

This course analyzes the role played by the media in the evolution of national and international wars. We will investigate the extent to which the media either influence decision-making about military interventions or serve as tools in the hands of government officials seeking to influence public opinion. A number of media-related phenomena will be studied including the CNN effect, agenda setting, real time policy, media diplomacy, media war, news management and propaganda, through the examination of key international conflicts, especially since 1950. Several different topics will be explained to understand the intersection between war and media: the proliferation of satellite technologies and the internet; the importance of the international TV networks (like CNN and al Jazeera); the role of still and moving images; the importance of journalists and journalistic routines; the relevance of press conferences, briefings, and official statements; the representation of war in movies and artists' works; the media gap between "North" and "South"; the emergence of "non-Western" media; and also the spread of ethnic conflicts and terrorism, and the more and more asymmetric nature of war.

**Prerequisites:** COM 180 Mass Communication, or HIS 130 Western Civilization, or POL 150 Introduction to Political Science, or equivalents

## Branding Cities: Urban Economies to Attract Investments

POL 306 R; Dual listed: BUS 306 R  
Cr: 3; Contact hrs: 45

This course is aimed at introducing students to the current dynamics of urban economies, highlighting the possible strategies that cities can develop in order to turn their assets into value, and promote economic growth, thus attracting international tourism, capital and investors. The main focus of the course is on analyzing and learning from “cases of success” (e.g. Abu Dhabi, Barcelona) in order to favor the acquisition of basic policy skills that students can then use for their future university or professional careers.

## International Rome: a UN City

POL 328 R  
Cr: 3; Contact hrs: 45

Treating the United Nations in Rome as a case study, this course explores the purposes, background, and operations of international organizations in an age of globalization, the major challenges they face at the international level, and the responses to them of the international community. Studying in Rome will allow students to integrate class learning with first hand experience of the UN, participating in conferences, meeting UN officials and diplomats and accessing key UN information. Students will discover the policies undertaken by the United Nations and the way they are implemented. The course will survey the UN organizations in Rome: FAO, WFP and IFAD. Students will familiarize themselves with the development priorities of these organizations. They will analyze their work and prepare project drafts that address their assigned issues and goals. Through research, meetings and debate, students will identify strengths and problems of these organizations and develop solutions by evaluating probable consequences of proposed actions.

## PST - Peace Studies

### War and Media

PST 301 R; Dual listed: POL 301 R; COM 301 R  
Cr: 3; Contact hrs: 45

This course analyses the role played by the media in the evolution of national and international wars. We will investigate the extent to which the media either influence decision-making about military interventions or serve as tools in the hands of government officials seeking to influence public opinion. A number of media-related phenomena will be studied including the CNN effect, agenda setting, real time policy, media diplomacy, media war, news management and propaganda, through the examination of key international conflicts, especially since 1950. Several different topics will be explained to understand the intersection between war and media: the proliferation of satellite technologies and the internet; the importance of the international TV networks (like CNN and al Jazeera); the role of still and moving images; the importance of journalists and journalistic routines; the relevance of press conferences, briefings, and official statements; the representation of war in movies and artists' works; the media gap between “North” and “South”; the emergence of “non-Western” media; and also the spread of ethnic conflicts and terrorism, and the more and more asymmetric nature of war.

**Prerequisites:** COM 180 Mass Communication, or HIS 130 Western Civilization, or POL 150 Introduction to Political Science, or equivalents

## PSY - Psychology

### Introduction to Psychology

PSY 150 R  
Cr: 3; Contact hrs: 45

This course introduces students to the major areas of psychology through current empirical research and theoretical debate. Scientific and non-scientific approaches to the explanation of psychological phenomena are examined critically. Topics

include: anthropological assumptions and implications, deontology, sensation and perception, cognitive processes, consciousness, language, learning, personality, development and psychopathology. Students will be introduced to the main theories for each of these topics from different perspectives (e.g. biological, behavioral, cognitive, and psychodynamic). Students will also look at the different types of scientific research (e.g. experiments, correlational research, review, meta-analysis), and will analyze the typical structure of a research paper (introduction, method, results, discussion, limitations and implications).

### Social Psychology

PSY 200 R  
Cr: 3; Contact hrs: 45

This course is about the study of human social behavior, examining theories, findings and methods of social psychology, viewed from an interpersonal perspective. What is the essential nature of our personality, and what impact do social groups (whether that group is the family, school, or society) have on our development and everyday behavior? Topics include: social cognition, the role of others in shaping self-concepts, as well as the formation of person perception, attitudes, attribution theory, obedience, conformity, interpersonal attraction, and social relations. We will look at the causes and methods of reducing prejudice and aggression, as well as exploring altruism, the development of gender roles, stereotypes, non-verbal behavior, and social influence. Students will acquire a new framework for interpreting social behavior. Among the topics explored in the course are socialization, language acquisition, interpersonal behavior, and persuasion. Students will also have the opportunity to develop the ability to analyze their own and others' behavior. In addition, since this course is taught in Italy, it provides a natural opportunity to compare and contrast the influence of culture on individuals. Living even for a short period in another country helps you to see and understand the relationship between the individual (self) and society.

**Prerequisites:** PSY 150 Introduction to Psychology, or equivalent

### Film: The Spectator's Experience

PSY 274 R; Dual listed: MCT 274 R  
Cr: 3; Contact hrs: 45

This course approaches film from the point of view of the spectator, that is to say an individual's emotions, thought processes, and psychology. The course seeks answers to such natural questions as: how does the mind actually manage film images and sounds?; what takes place when we are moved to sympathize with a screen character, even a “villain”?; what is implied psychologically in the physical situation of watching a movie? The point of departure is a general consideration of the way the human mind processes visual information, and how it engages with media and mass media. Seeking to isolate what is special about the film experience, students explore psychological mechanisms and situations that may come into play before the cinema screen, including role models and identification, curiosity, and voyeurism. The course builds student awareness that our reactions and responses to film obey certain structures, and that in order to reach their objectives scriptwriters, editors and directors manipulate those structures. The class format includes guided screening of movies and sequences and discussions.

### Art Therapy

PSY 285 R; Dual listed: PDM 285 R  
Cr: 3; Contact hrs: 60

At a time when concepts of education were being redefined in the late 1400s, Leonardo da Vinci recommended that in addition to reading, writing and arithmetic, all students be taught to draw. He was ignored, to the misfortune of later students. This course is an introduction to the vast area of the therapeutic possibilities of art and specifically of drawing. The course intends to transmit the experience of an artist to all students. Students learn that drawing is a perceptive attitude using all the senses, and dependent upon intuition and intellect. Indeed, we can learn this from those with sense deprivations: the blind draw unexpected and original drawings; the deaf have a special rapport with space, images and the act of drawing. Whether they are lifelong practitioners or have never drawn before, all

students in the course will “start all over again,” and under the instructor’s guidance they will watch their personal art evolve. The course will enable students to translate their emotions into an expressive capacity.

### Art Therapy (Summer only)

PSY 286 R; Dual listed: PDM 286 R  
Cr: 3; Contact hrs: 45

At a time when concepts of education were being redefined in the late 1400s, Leonardo da Vinci recommended that in addition to reading, writing and arithmetic, all students be taught to draw. He was ignored, to the misfortune of later students. This course is an introduction to the vast area of the therapeutic possibilities of art and specifically of drawing. The course intends to transmit the experience of an artist to all students. Students learn that drawing is a perceptive attitude using all the senses, and dependent upon intuition and intellect. Indeed, we can learn this from those with sense deprivations: the blind draw unexpected and original drawings; the deaf have a special rapport with space, images and the act of drawing. Whether they are lifelong practitioners or have never drawn before, all students in the course will “start all over again”, and under the instructor’s guidance they will watch their personal art evolve. The course will enable students to translate their emotions into an expressive capacity.

### Psychology of Crime

PSY 305 R  
Cr: 3; Contact hrs: 45

This course approaches the knowledge and understanding of criminal behavior and its impact upon individuals and society from developmental, cognitive-behavioral, and other psychological perspectives. The basic premise of this course is that multiple variables affect people’s behavior and for this reason this study requires attention to personality factors and how they interact with situational variables. Topics include: criminological theories, biological and psychological models of criminal behavior, crime and mental disorders, human aggression and violence, sexual assault, and criminal homicide. Students will acquire a new framework for interpreting criminal behavior. Students will be familiarized with different perspectives on criminal behavior as well as etiology, risk factors, assessment and treatment in relation to different criminal behaviors as well as etiology, risk factors, assessment and treatment in relation to different criminal behaviors. Recent research findings will be incorporated.

**Prerequisites:** PSY 150 Introduction to Psychology, or equivalent

## SOC - Sociology

### Italian Cinema and Society

SOC 201 R; Dual listed: MCT 200 R  
Cr: 3; Contact hrs: 45

This course explores Italian cinema from its origins to the present time, within the socioeconomic and historical context of Italian culture and society. The course is based on the premise that film can be usefully employed for studying a society’s history and culture, including such areas as customs, ideologies, discourses, gender roles and social problems. Areas of particular focus will include Fascism, World War II, the economic miracle, the southern question, political terrorism of the 1970s, commercial television, the Second Republic, the Mafia, and the contemporary phenomenon of immigration. Along the way we will be looking at some of the major works of key directors, as well as at the most important genres of popular cinema, giving particular attention to the intellectual, historical, cultural, and literary matrix of each movie. Through analyzing the ways in which Italian cultural, social and political conflicts are portrayed and worked out both in art films and popular cinema, students will be encouraged to reach an understanding of the possibilities of film both as work of art and as cultural document.

### Film and Mafia

SOC 265 R; Dual listed: MCT 265 R  
Cr: 3; Contact hrs: 45

The term “Mafia”, is one of several world recognized Italian words. It is also one of the most popular subjects in film, with a wide range of cinematic representations. Mafia stories are often present in comedies, dramas, gangster movies and parodies. This course is focused on the historical, political and social background of the Italian mafia with special attention to the Sicilian phenomenon and its links with the American “Cosa Nostra”. The most significant works about the mafia (directed in Italy and in the United States) will be shown and discussed during the lectures.

### Italian Society through the Cinema

SOC 275 R; Dual listed: MCT 282 R  
Cr: 3; Contact hrs: 45

This course presents the development and changes of the Italian society in the last decades as seen through Italian cinematic vision. The films discussed during the lectures will be shown in chronological order, and cover some of the most significant periods of Italian society: Fascism, the war and post-war time, the economic boom of the early sixties, the anger and protest of the young generation. “Genre” movies will be discussed with special attention given to the “Comedy Italian Style.” Information about the most important periods of Italian history, from Fascism to the present time, will be followed throughout the course. Films are in Italian with English subtitles.

### Italian Family and Society

SOC 280 R  
Cr: 3; Contact hrs: 45

The course explores the Italian family from a sociological point of view, placing the family in the context of Italian tradition and culture. It is subdivided into two main sections. In the first section we will begin with an historical analysis of the Italian family from the Romans to the present age, in order to analyze changes and traditions through several centuries. We will see that the patriarchal system underlies the entire history of the Italian family until recent times. We will analyze the meaning of the family at the present time and the importance of marriage in the past and cohabitation in present society. We will also consider key moments of transition in the life cycle of families, such as the constitution of a conjugal agreement, the place of children, divorce, the elderly, and adoption. The impact of immigration on the development of family lifestyles will also be examined. In the second part of the course each class will analyze in detail the single members of the family. We will investigate rights and duties of wives, mothers, husbands, fathers and children in the family and we will evaluate the relationship between tradition and change in the evolution of these roles. We will also compare the traditional and conservative southern family to that of northern Italy.

### Sociology of Consumerism

SOC 303 R; Dual listed: BUS 303 R  
Cr: 3; Contact hrs: 45

The course will focus on the rise and development of consumer cultures. The aim is to study and to apply interdisciplinary theoretical approaches to the study of consumer society now and in the past. The course will explore key substantive themes in the history and sociology of consumption, including the following: 1) an overview of developments in the different theories of consumer culture; 2) the rise of commercial society, the relation between freedom of choice and the power of commercial systems, models of consumer psychology and behavior, the nature of selves and identities in a post-traditional world, prosperity and progress; 3) the way class, gender, ethnicity and age affect the nature of our participation in consumer culture; 4) the evolution of capitalism to the present day, as well as the history of commodities in a number of different settings (advertising, food and drink, fashion and clothes); 5) the social, cultural and economic context of specific consumer groups, as well as case studies of specific commodities.

**Prerequisites:** an introductory social science or business course

## WRI - Writing

### Introduction to Journalism

WRI 185 R; Dual listed: COM 185 R

Cr: 3; Contact hrs: 45

Journalism covers a huge range of output across all media and is an influential form of communication in almost every country of the world. Journalism involves the sifting and editing of information and events; it is about putting ideas and controversies into context, and it is about the assessment of the validity and truthfulness of actions or comments. This course will offer an introduction to the history and practical skills of print and broadcast journalism. Students will be guided in researching and interviewing techniques and in writing news articles, reviews and features for a variety of media. They will also have hands-on experience in preparing, recording and editing a radio program or webcast.

**Prerequisites:** WRI 150 Writing for College, or equivalent

### Travel Writing

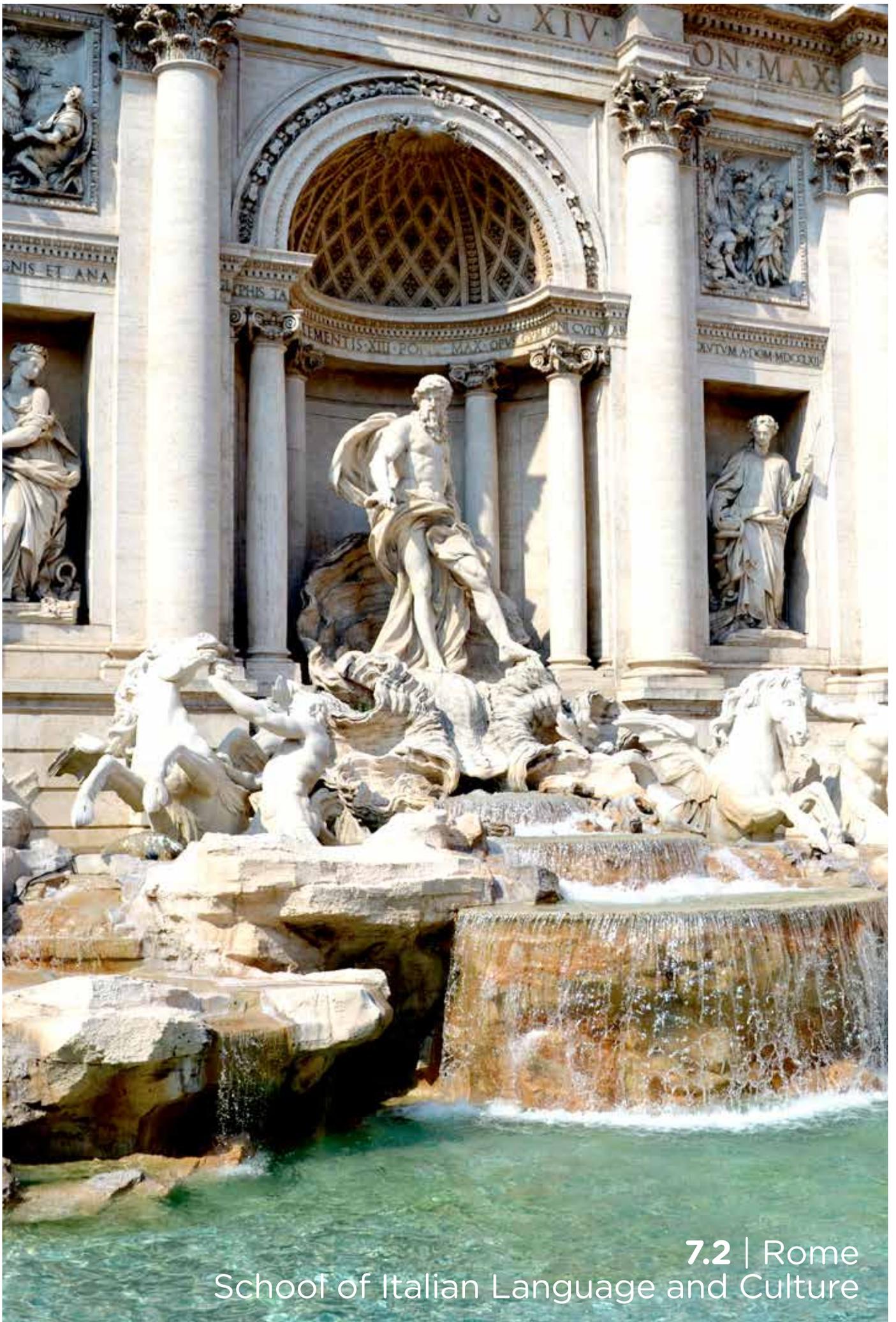
WRI 290 R

Cr: 3; Contact hrs: 45

Throughout history, Italy has inspired writers and poets to wax lyrical as few other countries have done. Countless English-language novels, stories and poems have woven a *bel paese* of words around the Italian experience. This course provides an opportunity for students to focus first-hand on the art and craft of travel writing, with particular emphasis on cities in Italy, but also with excursions into other worlds - real or imaginary. Through reading, writing, and visits in and around the city center, students will explore places of historic, artistic, cultural and personal interest. They will learn "by example" from a selection of great travel literature about the world in general, and about Italy in particular. And they will learn "by doing," via a series of guided exercises and assignments that explore the distinctive qualities of travel writing - its combination of history, culture, information, rumination, musings and memory - and the ways in which this particular art can lead to a deeper understanding of their own experiences and cultural identity.

**Prerequisites:** WRI 150 Writing for College, or equivalent





7.2 | Rome  
School of Italian Language and Culture

## ITC - Italian Language and Culture

### Italian through Film (in Italian only)

ITC 225 R

Cr: 3; Contact hrs: 45

The use of film in teaching Italian allows students to be exposed to different models of language, to develop their communicative skills (by focusing on the roles of the protagonists and the importance of situation and context), and to compare and contrast different cultural systems. Drawing on Italy's world-famous cinematic tradition, this course will explore language and communication in a variety of films that provide stimulating images of Italian society. Much class time will be devoted to analysis of language, in particular to the ways in which grammar and vocabulary are used in film dialogues portraying realistic situations from everyday life.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian for Conversation (in Italian only)

ITC 260 F

Cr: 3; Contact hrs: 45

The course, taught entirely in Italian, aims to improve conversational fluency through different structured teaching techniques (i.e. dramatization, role play, role taking, oral presentation) and also to promote different strategies for listening, another important skill to be developed in order to become a real active participant in conversation. The improvement of speaking and listening abilities, together with reading and writing, will go hand in hand with broadening knowledge of the Italian culture. In this context class discussions and students' oral presentations on themes regarding Italy and Italian people will help them become familiar with Italian society.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian Civilization (in Italian only)

ITC 315 R

Cr: 3; Contact hrs: 45

This course, taught entirely in Italian, examines the development of Italian civilization from unification to the present. It explores achievements in literature, science, philosophy, and the arts, as well as political and social movements and key events in Italian history. The course is organized chronologically and thematically. It focuses on the contributions of specific individuals, broader social issues such as Fascism, and political and economic developments that characterize particular time periods, including the aftermath of World War II. To make this material manageable for the students, the course will be organized around themes and ideas that are representative of phases of Italian history and that continue to form part of the Italian heritage.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### High Renaissance and Mannerism (in Italian only)

ITC 345 R

Cr: 3; Contact hrs: 45

This course, taught entirely in Italian, traces the major trends of Italian art in the sixteenth century. It is a period dominated by the achievements of Leonardo da Vinci, Raphael and, above all, Michelangelo. These three artists are examined in great detail. This analysis is not confined to their works of art, but also includes their personalities and the social framework within which they lived and worked. Great emphasis is therefore put on the dual themes of patronage and the social position of the artist in the period. Titian, in Venice, receives similar attention with particular emphasis on his portraits. The course also explores the complex and refined style known as

Mannerism - a style held to have emerged from tendencies present in Michelangelo's work. Mannerist art is particularly well represented in Florence in the works of Pontormo, Bronzino and Cellini. Students learn to identify and examine in detail the works of the leading artists of the period, and gain the ability to discuss High Renaissance and Mannerist developments of major subjects and genres, such as portraiture and the nude.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian Cinema (in Italian only)

ITC 425 R

Cr: 3; Contact hrs: 45

This course, taught entirely in Italian, examines twentieth-century Italian culture and society through film. The primary sources for this course will be the masterpieces of classic directors such as Federico Fellini, Roberto Rossellini and Michelangelo Antonioni, as well as the less well-known films of the early Italian movements, Neorealism, *Commedia all'italiana* and contemporary Italian cinema. We will critically analyze how Italian cultural and social conflicts are portrayed and worked out in popular films. By watching, discussing, and writing about these films, we will examine how motion pictures create a window into modern Italian society. Students will learn how to read films as cultural texts that help us better understand our history and culture.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian Civilization and Culture (in Italian only)

ITC 430 R

Cr: 3; Contact hrs: 45

This course will examine the ways both individual and collective identity have been shaped and portrayed in Italy from the Middle Ages to the present by history, language, politics, literature and movies. In addition to studying cultural production, students will explore major events, movements and figures in Italy. While the course is organized chronologically, recurrent themes throughout Italian history will generate many of our class discussions.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## ITL - Italian Language 3-Credit Courses

### 3-Hour Italian Language Elementary 1

ITL 101 R

Cr: 3; Contact hrs: 45

This course is for absolute beginner students who have never studied Italian before. Its aim is to give the basis of the language, allowing students to deal with the most common everyday situations by expressing themselves in the present and past tenses. Key grammatical topics include: definite and indefinite articles; noun-adjective agreement; present tense of regular and main irregular verbs; prepositions; direct pronouns; present perfect; possessive adjectives. Key thematic areas include: shopping for food; in a restaurant; daily life and spare time; travelling; vacations; the family.

### 3-Hour Italian Language Elementary 2

ITL 102 R

Cr: 3; Contact hrs: 45

This course is designed for students who already have a basic vocabulary and knowledge of elementary structures of the language. By the end of the course students should be able to complete simple and routine tasks requiring an exchange of information on familiar matters, to describe their background and issues related to everyday life. Key grammatical topics

include: review of Elementary 1 course contents; simple and compound prepositions; reflexive verbs; future; imperfect tense; indirect pronouns; introduction to present conditional. Key thematic areas include: shopping in Italy; daily routine; habits in the past; Italian festivities; Italian food; in a hotel. Selected readings.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Intermediate 1

ITL 201 R  
Cr: 3; Contact hrs: 45

This course is directed towards the acquisition of more complex structures of Italian language in order to express personal opinions and preferences. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Key grammatical topics include: review of previous level contents; past perfect; prepositions; combined, indefinite and interrogative pronouns; present and past conditional; linking words; impersonal forms; present and past subjunctive. Key thematic areas include: Italian geography; food and cuisine; holidays; driving in Italy; dwellings; health and body. Selected readings.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Intermediate 2

ITL 202 R  
Cr: 3; Contact hrs: 45

This course introduces students to contemporary Italian society by exploiting different sources including literature, the media and press. By the end of the course students should be able to show a high degree of understanding of complex written and spoken texts and respond appropriately to them, both orally and in writing. Key grammatical topics include: review and expansion of contents of previous levels; forms and use of the subjunctive mood; imperative with pronouns; introduction to *passato remoto*; infinitive and *gerund*; degrees of comparison; passive voice; relative pronouns; reported speech (first level). Key thematic areas include: famous Italians; issues of contemporary history, culture and society; local arts and crafts; Italian cinema. Selected readings of literary works.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Advanced 1

ITL 301 R  
Cr: 3; Contact hrs: 45

This course is designed for students who already have a solid grammatical/lexical basis. By the end of the course students should be able to understand most TV news and information on current affairs; read contemporary literary prose; write texts about a wide range of subjects; achieve the degree of confidence with the language that makes communication fluid and clear. Key grammatical topics include: consolidation of previous levels; impersonal forms; clauses and constructions using the subjunctive; *passato remoto*; passive forms in contrast; relative clauses in contrast. Key thematic areas include: changes in the Italian language and dialects; typical Italian products; immigration in Italy; environmental issues. Selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Advanced 2

ITL 302 R  
Cr: 3; Contact hrs: 45

This course is designed for students who have a high degree of fluency in Italian both in speaking and in writing. By the end

of the course students should be able to formulate ideas and opinions with precision and recognize a wide range of idiomatic expressions and colloquialisms, as well as apply register shifts. Key grammatical topics include: review of previous levels; past perfect subjunctive; past conditional; indefinite adjectives pronouns; verbs and prepositions; conditional clauses; *trapassato remoto*; *gerund*, infinitive, participle; tense agreement; reported speech (second level). Key thematic areas include: Italian regionalism; the Risorgimento; politics and the media; contemporary literature and cinema; cultural heritage. Selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## ITL - Italian Language 4-Credit Courses

### 4-Hour Italian Language Elementary 1

ITL 111 R  
Cr: 4; Contact hrs: 60

This course is designed for absolute beginner students who have never studied Italian before. By the end of the course students should be able to deal with the most common everyday situations by expressing themselves in the present and past tenses. Compared to a 3-Hour Elementary 1 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional grammar topics and exploring Italian culture. Key grammatical topics include: definite and indefinite articles; noun-adjective agreement; present tense of regular and main irregular verbs; prepositions; direct pronouns; present perfect; possessive adjectives. Key thematic areas include: shopping for food; daily life and spare time; vacations; at the restaurant; family; in town. Selected readings. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

### 4-Hour Italian Language Elementary 2

ITL 112 R  
Cr: 4; Contact hrs: 60

This course is designed for students who already have a basic vocabulary of Italian and basic knowledge of elementary structures of the language. By the end of the course students should be able to complete simple and routine tasks requiring an exchange of information on familiar matters, to describe their background and issues related to everyday life. Compared to a 3-Hour Elementary 2 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review of Elementary 1 level contents; simple and compound prepositions; reflexive verbs; future; imperfect tense; indirect pronouns; introduction to present conditional. Key thematic areas include: shopping in Italy; daily routine; habits in the past; Italian festivities; Italian food; in a hotel. Selected readings. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or ITL 111 4-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 4-Hour Italian Language Intermediate 1

ITL 211 R  
Cr: 4; Contact hrs: 60

This course is directed towards the acquisition of more complex structures to express personal opinions and preferences. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Compared to a 3-Hour Intermediate 1 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review of previous level contents; past perfect;

prepositions; combined, indefinite and interrogative pronouns; present and past conditional; linking words; impersonal forms; present and past subjunctive. Key thematic areas include: Italian geography; food and cuisine; holidays; driving in Italy; dwellings; health and body. Selected readings. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or ITL 112 4-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

#### 4-Hour Italian Language Intermediate 2

ITL 212 R

Cr: 4; Contact hrs: 60

This course introduces students to contemporary Italian society by exploiting different sources including literature, the media and press. By the end of the course students should be able to show a high degree of understanding of complex written and spoken texts and respond appropriately to them, both orally and in writing. Compared to a 3-Hour Intermediate 2 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review and expansion of contents of previous levels; forms and use of the subjunctive mood; imperative with pronouns; introduction to *passato remoto*; infinitive and gerund; degrees of comparison; passive voice; relative pronouns; reported speech (first level). Key thematic areas include: famous Italians; issues of contemporary history, culture and society; local arts and crafts; Italian cinema. Selected readings of literary works. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or ITL 211 4-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

#### 4-Hour Italian Language Advanced 1

ITL 311 R

Cr: 4; Contact hrs: 60

This course is designed for students who already have a solid grammatical/lexical basis. By the end of the course students should be able to understand most TV news and information on current affairs; read contemporary literary prose; write texts about a wide range of subjects; achieve the degree of confidence with the language that makes communication fluid and clear. Compared to a 3-Hour Advanced 1 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: consolidation of previous levels; impersonal forms; clauses and constructions using the subjunctive; *passato remoto*; passive forms in contrast; relative clauses in contrast. Key thematic areas include: changes in the Italian language and dialects; typical Italian products; immigration in Italy; environmental issues. Selected readings of literary works by modern Italian authors. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or ITL 212 4-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

#### 4-Hour Italian Language Advanced 2

ITL 312 R

Cr: 4; Contact hrs: 60

This course is designed for students who have a high degree of fluency in Italian both in speaking and in writing. By the end of the course students should be able to formulate ideas and opinions with precision and recognize a wide range of idiomatic expressions and colloquialisms, as well as apply register shifts. Compared to a 3-Hour Advanced 2 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review of previous levels; past perfect subjunctive;

past conditional; indefinite adjectives pronouns; verbs and prepositions; conditional clauses; *trapassato remoto*; gerund, infinitive, participle; tense agreement; reported speech (second level). Key thematic areas include: Italian regionalism; the Risorgimento; politics and the media; contemporary literature and cinema; cultural heritage. Selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or ITL 311 4-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## ITL - Italian Language 6-Credit Courses

#### 6-Hour Italian Language Elementary 1 and 2

ITL 122 R

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is for absolute beginner students who have never studied Italian before. By the end of the course students should be able to complete simple and routine tasks requiring an exchange of information on familiar matters, to describe their background and issues related to everyday life. Key grammatical topics include: definite and indefinite articles; noun-adjective agreement; present tense of regular and main irregular verbs; present perfect; possessive adjectives; simple and compound prepositions; reflexive verbs; future; imperfect tense; direct and indirect pronouns; introduction to present conditional. Key thematic areas include: Italian food; spare time; travelling; vacations; the family; shopping in Italy; daily routine; habits in the past; Italian festivities; in a hotel.

**Note:** learning experience and activities involving the local community are integral to the program.

#### 6-Hour Italian Language Elementary 2 and Intermediate 1

ITL 221 R

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is for those students who already have a basic vocabulary and knowledge of elementary structures of the language. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Key grammatical topics include: review of Elementary 1 level contents; direct, indirect and relative pronouns; impersonal form; possessive adjectives; reflexive verbs; degrees of comparison: adverbs and adjectives; imperfect vs present perfect; introduction to conditional; imperative; irregular nouns; simple future; introduction to subjunctive; past perfect; introduction to *passato remoto*. Key grammatical topics include: daily routines; holidays; shopping in Italy; family and childhood; marriage in Italy; dietary habits; health and body; future plans; the working world; dwellings. Selected readings.

**Note:** learning experience and activities involving the local community are integral to the program.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

#### 6-Hour Italian Language Intermediate 1 and 2

ITL 222 R

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is directed towards the acquisition of more complex structures to express personal opinions and preferences. By the end of the course students should be able to show a high degree of understanding of complex written and spoken texts and respond appropriately to them, both orally and in writing. Key grammatical topics include: review of previous level contents; past perfect; prepositions; combined, indefinite and interrogative pronouns; present and past conditional; linking

words; impersonal forms; forms and use of the subjunctive mood; imperative with pronouns; introduction to passato remoto; infinitive and gerund; degrees of comparison; passive voice; relative pronouns; reported speech (first level). Key thematic areas include: Italian geography; food and cuisine; holidays; driving in Italy; dwellings; health and body; famous Italians; issues of contemporary history, culture and society; local arts and crafts; Italian cinema. Selected readings.

**Note:** learning experience and activities involving the local community are integral to the program

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## 6-Hour Italian Language Intermediate 2 and Advanced 1

ITL 321 R

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course introduces students to contemporary Italian society by exploiting different sources including literature, the media and press. By the end of the course students should be able to understand most TV news and information on current affairs; read contemporary literary prose; write texts about a wide range of subjects; achieve the degree of confidence with the language that makes communication fluid and clear. Key grammatical topics include: consolidation of all past tenses; relative and combined pronouns; past conditional; consolidation of subjunctive mood; future perfect; reported speech (first level); passive voice; conditional clauses; gerund and Infinitive; some uses of the impersonal form. Key thematic areas include: foreign words commonly used in Italian; the media world; life in Italian towns; environmental issues; Italian novelists; family today; Italian traditions and festivities. Selected readings of literary works by modern Italian authors.

**Note:** learning experience and activities involving the local community are integral to the program.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## 6-Hour Italian Language Advanced 1 and 2

ITL 322 R

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is for students who already have a solid grammatical/lexical basis. By the end of the course students should be able to formulate ideas and opinions with precision and recognize a wide range of idiomatic expressions and colloquialisms, as well as apply register shifts. Key grammatical topics include: consolidation of previous levels; past conditional; subjunctive clauses; conditional clauses; passive forms in contrast; relative pronouns in contrast; impersonal forms; verbs + prepositions; compound nouns; tense agreement with the indicative and the subjunctive moods; trapassato remoto; gerund, infinitive, participle; reported speech (second level). Key thematic areas include: changes in the Italian language and society; typical Italian products; Italian literature, music and cinema; immigration; politics and the media; cultural heritage; environmental issues. Selected readings of literary works by modern Italian authors.

**Note:** learning experience and activities involving the local community are integral to the program

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## ITL - Italian Language 16-Credit Courses

### LEVEL SEQUENCES

## 16-Hour Italian Elementary 1 and 2, Intermediate 1 and 2

ITL 191-192-291-292 R

Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local community through interviews, research and fieldtrips. For the description of any single level please see ITL 191, ITL 192, ITL 291 and ITL 292.

## 16-Hour Italian Elementary 2, Intermediate 1 and 2, Advanced 1

ITL 192-291-292-391 R

Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local community through interviews, research and fieldtrips. For the description of any single level please see ITL 192, ITL 291, ITL 292 and ITL 391.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## 16-Hour Italian Intermediate 1 and 2, Advanced 1 and 2

ITL 291-292-391-392 R

Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local community through interviews, research and fieldtrips. For the description of any single level please see ITL 291, ITL 292, ITL 391 and ITL 392.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## 16-Hour Italian Intermediate 2, Advanced 1, 2 and 3

ITL 292-391-392-393 R

Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local

community through interviews, research and fieldtrips. For the description of any single level please see ITL 292, ITL 391, ITL 392 and ITL 393.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## LEVEL DESCRIPTIONS

### 4-Hour Italian Language Elementary 1

ITL 191 R

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for absolute beginner students who have never studied Italian before. Its aim is to give the basis of the language, allowing students to face the most common everyday situations by expressing themselves in the present and in the past tense. Key grammatical topics include: definite and indefinite articles; regular and most common irregular verbs in the present tense; modal verbs; most common prepositions; regular and irregular present perfect; direct pronouns; the verb piacere; interrogative pronouns; impersonal form. Key thematic areas include: introducing oneself; at the restaurant; spare time; time, weather, seasons; in town; at the hotel; vacations; shopping for food.

### 4-Hour Italian language Elementary 2

ITL 192 R

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for students who already have a basic vocabulary and knowledge of elementary structures of the language. By the end of the course students should be able to communicate in simple and routine tasks requiring an exchange of information on familiar and routine matters, to describe their background, immediate environment and matters related to areas relevant to everyday life. Students will learn new forms to express past actions and future events. Key grammatical topics include: reflexive verbs; possessives; comparatives; imperfect versus present perfect; introduction to conditional; "stare" + gerund; relative pronouns; direct and indirect pronouns. Key thematic areas include: Italian festivities; shopping in Italy; family and childhood; marriage in Italy. Selected readings.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival

### 4-Hour Italian Language Intermediate 1

ITL 291 R

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is directed towards the acquisition of more complex structures to express personal opinions and preferences. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Key grammatical topics include: imperative forms; degrees of comparison: adverbs and adjectives; future tense; introduction to subjunctive; combined and relative pronouns; trapassato prossimo; past conditional; intro to passato remoto. Key thematic areas include: dietary habits; health and body; future plans; the working world; dwellings. Selected readings.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival

### 4-Hour Italian language Intermediate 2

ITL 292 R

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for students who already have an active knowledge of the main structures of the Italian language. By completing the study of more complex language structures, students will be able to give reasons and explanations for opinions and plans. By the end of the course students should be able to understand the main points of radio and TV programs, newspaper and magazine articles and simple literary passages. Key grammatical topics include: passato remoto and trapassato

prossimo; past conditional; consolidation of subjunctive mood; passive form; conditional clauses; implicit forms. Key thematic areas include: Italian society; fashion; immigration in Italy; stereotypes; famous Italians; typical Italian products; Italian music. Selected readings of literary works.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival

### 4-Hour Italian Language Advanced 1

ITL 391 R

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for students who have a solid grammatical/lexical background in Italian and have already completed the study of complex language structures. By the end of the course students should be able to understand most TV news and current affairs programs, contemporary literary prose, write clear texts about a range of subjects including reports, passing information, or giving reasons in support or against a particular point of view. They should be able to interact with a degree of fluency with native speakers to take active part in discussions. Key grammatical topics include: review of the subjunctive, conditional and indicative mood; passive forms in contrast; linking words; articles and prepositions. Key thematic areas include: issues in contemporary Italian arts, history and society; changes in the Italian Language. Literature: selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival

### 4-Hour Italian Language Advanced 2

ITL 392 R

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for those students fluent in Italian. By the end of the course students should be able to understand most TV news and current affairs programs, contemporary literary prose, write clear texts about a wide range of subjects without much effort, interact with high degree of fluency and spontaneity with native speakers. By working with different types of authentic materials and by completing the in-depth grammar review students will achieve a high level of language fluency, they will be able to formulate ideas and opinions with precision, to understand television programs and movies without much effort. Key grammatical topics include: compound and loan words; tense agreement; reported speech; subordinate clauses; more complex impersonal and passive forms; gerund, infinitive, participle. Key thematic areas include: further issues in contemporary Italian arts, history and society. Changes in the Italian Language. Selected readings of literary works by modern and contemporary Italian authors.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival

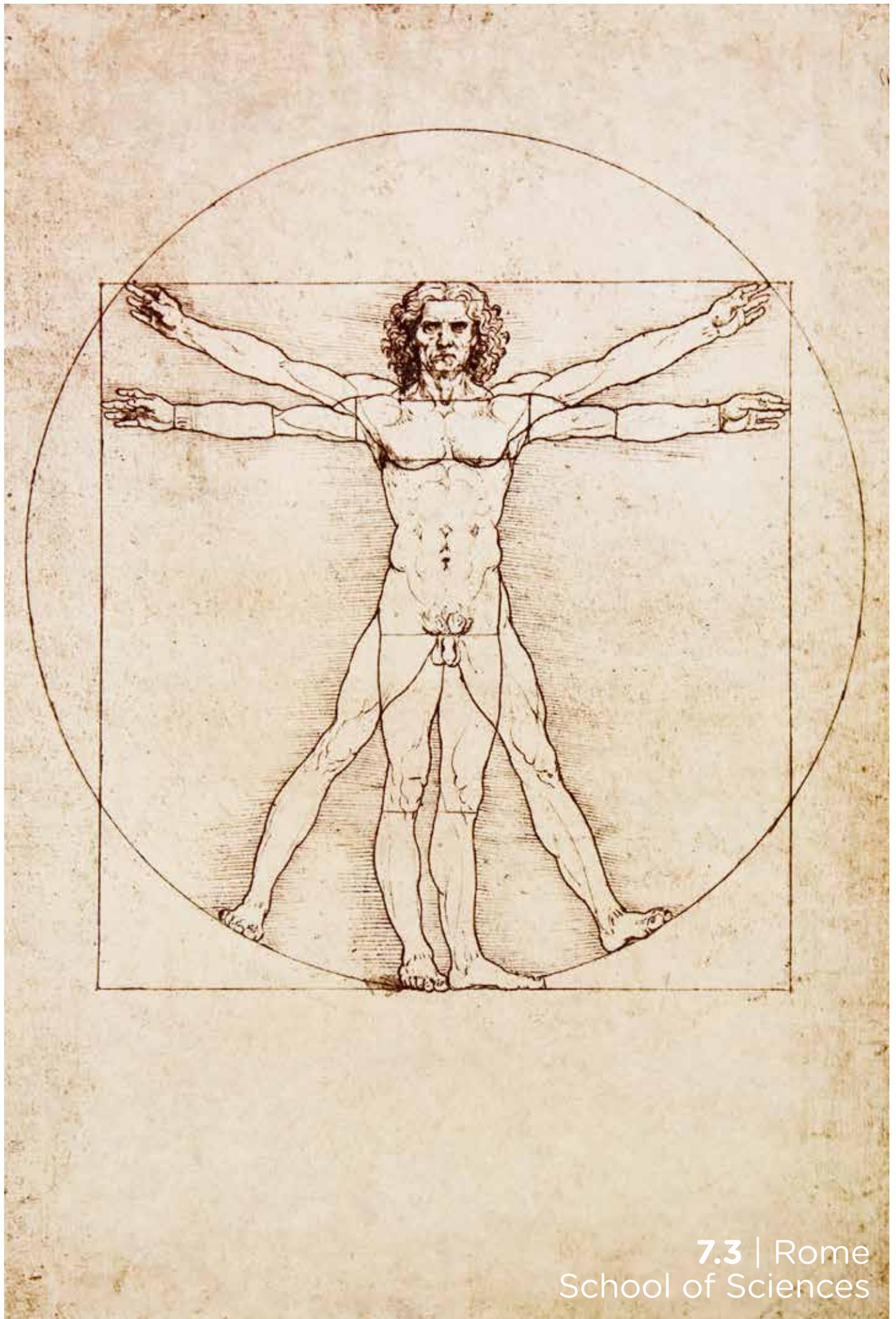
### 4-Hour Italian Language Advanced 3

ITL 393 R

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for those students already fluent in Italian. By the end of the course students should be able to understand TV programs and movies, literary prose without much effort, write clear texts about a wide range of subjects, express themselves spontaneously. Focus will be on language changes, both from the grammatical and lexical points of view, according to the type of message or the kind of situation they are facing. By the end of the course students will understand the pragmatic functions of important grammatical forms in order to use them in proper situations. By working with different types of authentic materials they will refine their usage of idiomatic expressions. Key grammatical and thematic topics will include: review of advanced grammar structures; analysis of different language styles and registers; issues of Italian civilization and culture. Selected readings of literary works by modern and contemporary Italian authors.

**Prerequisites:** ITL 302 3-Hour Italian Language Advanced 2 or equivalent; placement test upon arrival



**7.3** | Rome  
School of Sciences

## BIO - Biological Sciences

### General Biology II with Laboratory

BIO 202 R  
Cr: 4; Contact hrs: 90

The course deals with the study of the diversity of fungi, plants and animals (invertebrates and vertebrates) in terms of their evolution related to the environment. It will explore the biodiversity of these organisms at different levels including their distinct physiology, anatomy and ecological aspects. The Lab will emphasize the classification and the identification of different species through their macroscopic anatomy.

**Prerequisites:** Grade of C or higher in General Biology I, or equivalent

### Introduction to Molecular Genetics with Laboratory

BIO 280 R  
Cr: 4; Contact hrs: 90

This course provides students with a foundation of the principles of genetics. Starting with the study of the function and structure of DNA and RNA, the course explores the principles of genetics such as transmission (Mendelian Inheritance), gene expression and recombination. Lectures are combined with laboratory experiences to provide students with practical knowledge of the techniques of molecular genetics.

**Prerequisites:** General Biology I, or equivalent

### Human Anatomy II with Laboratory

BIO 320 R  
Cr: 4; Contact hrs: 90

This course is the second part of a two-semester introductory sequence to human anatomy and physiology. This course emphasizes tissue organization, physiology and structure of endocrine, cardiovascular, respiratory, immune, digestive, reproductive, lymphatic systems. The laboratory reflects these topics.

**Prerequisites:** Grade of C or higher in Human Anatomy I with Laboratory, or equivalent

## CHM - Chemistry

### General Chemistry I with Laboratory

CHM 135 R  
Cr: 4; Contact hrs: 90

An introduction to the fundamental theories of inorganic chemistry including the structure of atoms, electronic structure, bonding, reactions in aqueous media, gas behavior, intermolecular forces, and properties of solutions. The three-hour weekly laboratory section demonstrates the lecture material and emphasizes laboratory technique, data treatment, and report writing.

**Prerequisites:** MAT 130 Topics in Mathematics for Liberal Arts, or equivalent

### General Chemistry II with Laboratory

CHM 136 R  
Cr: 4; Contact hrs: 90

This course provides an introduction to the principles of physical chemistry (thermodynamics, chemical equilibrium, acid-base chemistry, kinetics and electrochemistry) as well to coordination chemistry. The three-hour weekly laboratory section demonstrates the lecture material and emphasizes laboratory technique, data treatment, and report writing.

**Prerequisites:** Grade of C or higher in CHM 135 General Chemistry I with Laboratory, or equivalent

### Organic Chemistry I with Laboratory

CHM 221 R  
Cr: 4; Contact hrs: 90

This course is the first part of a two-semester introductory sequence to organic chemistry. The course provides a thorough understanding of the relationship between structures, properties, functionalities and resulting reactions of organic

compounds. The compounds covered include alkanes, alkenes, alkynes, alkyl halides, alcohols and ethers, which are studied with regards to nomenclature, stereochemistry, stability, reaction mechanism and structural analysis with spectroscopic methods. Accompanying three-hour weekly laboratory provides hands-on experience that consolidates and expands upon theory and concepts learned, with training in relevant techniques such as purification, synthesis and analytical methods.

**Prerequisites:** Grade of C or higher in CHM 135 & 136 General Chemistry I & II with Laboratory, or equivalents

### Organic Chemistry II with Laboratory

CHM 222 R  
Cr: 4; Contact hrs: 90

This course is the second part of a two-semester introductory sequence to organic chemistry. The course provides the extension of the principles of the relationship between structures, properties, functionalities and resulting reactions of organic compounds. The compounds covered include alcohols, ethers, conjugated system, amines, carbonyl derivatives and others. The course focusses on reaction mechanisms, stereochemistry, multiple step synthesis and advanced spectroscopic analytics. Accompanying three-hour weekly laboratory provides hands-on experience that consolidates and expands upon theory and concepts learned, with training in various techniques for separation, synthesis and analysis.

**Prerequisites:** Grade of C or higher in CHM 221 Organic Chemistry I with Laboratory, or equivalent

## EVS - Environmental Sciences

### Principles of Environmental Science

EVS 282 R  
Cr: 3; Contact hrs: 45

This course provides students with an overview of the principles of environmental science. In particular, it explores the impact that human activities have on the environment by studying issues such as pollution, waste management, biodiversity loss, and climate change. Emphasis is placed not just on understanding the complex relationships between individual activities and systemic effects on the environment, but also on how to develop remedial solutions, while considering the roles governments, non-profit organizations, business and individuals play.

**Prerequisites:** CHM 135 General Chemistry I with Laboratory, or equivalent.

## MAT - Mathematics

### Calculus for Science Majors I

MAT 165 R  
Cr: 3; Contact hrs: 45

This course is the first part of a three-semester introductory sequence to calculus for science majors. It introduces calculus of one variable. Topics include the study of algebraic, trigonometric, exponential and logarithmic functions with respect to their analytic properties, limits, derivatives as well as an introduction to integration.

**Prerequisites:** Precalculus, or equivalent

### Calculus for Science Majors II

MAT 175 R  
Cr: 3; Contact hrs: 45

This course is the second part of a three-semester introductory sequence to calculus for science majors. It develops calculus of one variable. This course focuses on the techniques of integration. Other topics of study include sequences and series, as well as polar notations.

**Prerequisites:** Grade of C or higher in MAT 165 Calculus for Science Majors I, or equivalent

## Calculus for Science Majors III

MAT 225 R

Cr: 3; Contact hrs: 45

This course is the third part of a three-semester introductory sequence in calculus for science majors. It treats calculus of several variables. Topics include real valued functions of several variables, multiple integration, differential calculus of functions of several variables, vector field theory.

**Prerequisites:** Grade of C or higher in MAT 175 Calculus for Science Majors II, or equivalent

## Statistics for Science Majors

MAT 280 R

Cr: 3; Contact hrs: 45

This course introduces science students to the foundations of statistics, covering topics such as the description and visualization of data, simple probability, the normal distribution function, hypothesis testing and regression. The course will require the use of a computer and the software Excel and its add-ins, or other comparable software packages.

**Prerequisites:** Intermediate Algebra, or equivalent





7.4 | Rome  
School of Creative Arts

## NUH - Nutrition, Culinary Arts and Culture

### Wine and Culture I: Wines of Italy

NUH 170 R  
Cr: 3; Contact hrs: 45

This course investigates Italian wine in the context of the extraordinary history, philosophy, culture and lifestyle of Italy. In this context wine is not only a much-loved drink but forms an essential part of rich cultural traditions extending back to the Etruscans and ancient Romans. From the study of wine we learn about the practices of earlier cultures, about their values and our own, and we gain a unique perspective on Italy today. The course focuses on the distinct traditions and economic, geographic and climatic aspects of each area of Italian wine production. Students explore grape varieties and different techniques used to make wine, and the national and regional classifications. They also subject representative wines to organoleptic analysis (visual, olfactory and gustative). Each wine is studied in terms of its characteristics, history and traditions, and in relationship to the particular foods meant to accompany it.

### Food and Culture

NUH 198 R; Dual listed: ANT 198 R; CLT 198 R  
Cr: 3; Contact hrs: 45

If "you are what you eat," just why do you eat the way you do? This course considers the relationships between the multiple meanings of food and the acts of preparing and eating food, and further explores food and personal and social identity. Students will examine why different people make different food choices in their daily lives, why individuals from certain social classes will avoid or esteem particular foods, and in general how food serves as a factor in self-definition. Because a person's attitude toward food can reveal not just personal identity traits but a whole food ideology, this course will also analyze the role of food in the construction of ethnic identity, in the display of religious beliefs, and in the negotiation of gender roles. Students learn how cultures and values are transmitted and preserved through food. Through personal essays and the interdisciplinary secondary literature, students will be guided to analyze the complex and fascinating relationships between people and food, helping them to understand how cultures (including their own) ultimately determine all human food choices.

### Celebrating Italian Style: Food and Culture in Contemporary Italy

NUH 200 R  
Cr: 3; Contact hrs: 45

This course deals with the relationships between Italian traditions, folklore and contemporary Italian society, for example the links between festivals, food and wines, tourism and today's Italian economy. Nowadays the image of Italy in the world is tightly connected with the global diffusion and promotion of its leading "Made in Italy" products, among which food and wines are the most important. The land of poor emigrants has become the land of class and style, Italian chefs are as popular as Italian fashion designers, Italian wines feature among the best wines of the world, and Italian recipes have found their way to the world's most renowned restaurants' menus. This course will give students the opportunity to discover the reasons for this miracle through a wide range of cooking demonstrations, wine and food tasting, field trips and guest lectures.

### Nutrition Studies

NUH 205 R  
Cr: 3; Contact hrs: 45

The aim of this dietary education course is to provide guidelines and develop critical thinking for a healthful diet and lifestyle. Intended for non-majors in science, the course addresses basics of the chemistry, biology and medicine of nutrition including the physiological principles that underlie a balanced diet and the correct uptake of nutrients. Particular emphasis is on the Mediterranean diet. Themes include: nutrition requirements; nutrition and wellness; food sources and production; consumer choices; social dynamics that lead to eating disorders such

as anorexia and bulimia among young people; the effects of excessive weight on health; obesity in western societies.

### Italian Food through Culture, Environment, and Sustainability

NUH 224 R; Dual listed: ENV 224 R; CLT 224 R  
Cr: 3; Contact hrs: 45

The course provides an in-depth study of the intrinsic relationships between food, culture and environment in Italy. The focus is on the finest Italian products, classic Italian recipes, traditions and eating habits in terms of their cultural-historical significance and evolution over time, from the northern to the southern regions of Italy. Particular emphasis is given to the environmental conditions (such as microclimate and composition of soil) of each geographical origin along with the production process of the foods, which confer uniqueness of flavor and nutritional value. Finally, the history and traditions of "Romanesca" cuisine and the food biodiversity of the Latium region (Lazio) are explored; through field trips students will experience the cuisine as well as its cultural context.

### Italian Cuisine: History and Practice

NUH 250 R  
Cr: 3; Contact hrs: 45

This course focuses our attention on the amazing history of Italian cooking, from ancient Rome to today. Food will be examined in the historical context of each period and in relation to the society and culture of the time. As an ancient Italian saying goes, "Tell me what you eat, and I will tell you who you are". Food and culture go hand in hand in every culture and society. Italy is a variegated country, it displays the greatest genetic variety of any European country and this expresses itself in a corresponding cultural variety. The course is therefore highly recommended for students of Italian culture, as they will learn the traditions of cooking and taste through the ages. No matter which region an Italian calls home, the same love of food prevails.

## PDM - Painting, Drawing and Mixed Media

### Principles of Drawing and Composition

PDM 130 R  
Cr: 3; Contact hrs: 60

This course will teach the basic techniques of figure and object drawing. The program is designed to introduce the fundamental principles and elements of drawing using charcoal, pencil and various other media, such as red chalk. Each lesson has a specific aim and forms part of a progressive buildup of skills through observation with a series of exercises. Still life, human figure, architecture and nature will be investigated as subject matter and perspective studies will be analyzed in depth. Reference to the exceptional works of art in the city of Florence will be investigated and analyzed as an integral part of the course. The aim of the course is to develop basic skills and a better understanding and knowledge of drawing, and to encourage further studies.

### Foundation Oil Painting

PDM 140 R  
Cr: 3; Contact hrs: 90

This course is an introduction to the traditional techniques of oil painting for beginning students or students with no previous training in Fine Arts. The course deals with the most fundamental principles and elements of still-life painting, with emphasis on perception and buildup of form, tone, and color on a two-dimensional surface, as well as studies of perspective and composition. Each lesson has a specific aim and forms part of a progressive buildup of skills through observation with a series of exercises in highly structured lessons, including the theory of color, supplemented by practical demonstrations. Exceptional works of art in the city will be referenced and analyzed as an integral part of the course. The aim of the course is for students to learn basic oil painting techniques.

## Foundation Oil Painting (Summer only)

PDM 141 R  
Cr: 3; Contact hrs: 60

This is a course for beginning students or students with no previous training in Fine Arts wanting an introduction to the traditional techniques of oil painting. The course deals with the most fundamental principles and elements of still-life painting, with an emphasis on the perception and build up of form, tone, and color on a two-dimensional surface. Exercises will be introduced to students in highly structured lessons, supplemented by practical demonstrations. The aim of the course is to give students the basic knowledge of techniques in oil painting.

## Pastel Techniques

PDM 170 R  
Cr: 3; Contact hrs: 60

This course introduces students to the various pastel techniques such as wax, watercolor, stabilo soft, stabilo tone. Students are also introduced to the various artists who have used pastel techniques as their chosen medium. The course includes subjects from still-life to models.

**Prerequisites:** PDM 130 Principles of Drawing and Composition, or equivalent

## Rome Sketchbook - Beginning

PDM 182 R  
Cr: 3; Contact hrs: 60

In this course students develop basic observation, drawing and watercolor skills in a refreshing way. Students keep a series of sketchbooks and develop finished drawing projects from them. After initial training in fundamental drawing techniques for pencil, pen and other media, the course is dedicated principally to sketching outdoors in the city and environs. Students develop ability in representing a variety of subjects, including the human form, architecture, and landscape. Exploiting the advantages of the site, students explore such themes as historical monuments, street life, and formal gardens. They encounter art of the past, including efforts to sketch the same or similar topics. The course equips students to efficiently capture impressions by drawing in various media at various rates and scales, keeping annotations, ideas, sketches, and analyses of artwork in a journal, and developing personal interests. Students engage with the unrivalled visual and historic riches of Rome, from ancient Roman ruins and buildings, to exuberant Baroque churches and piazzas, and modern structures, immersed in the bustle of a modern metropolis.

## Rome Sketchbook - Intermediate

PDM 232 R  
Cr: 3; Contact hrs: 60

The Rome sketchbook course is based on outdoor drawing among the monuments and ruins of Rome. Students will learn techniques for capturing detail and atmosphere with pencil and watercolor sketches, which can then be used as a reference to create more complex paintings in the studio. This process was followed by landscape painters such as Corot and Turner, who left a large body of travel sketchbooks. Many landscape painters took the Grand Tour around Italy, a principal part of which was a prolonged stay in Rome. The course will include a study of the various sketching techniques of 18th and 19th century painters.

**Prerequisites:** PDM 130 Principles of Drawing and Composition, or equivalent

## Watercolor and Tempera/Gouache

PDM 255 R  
Cr: 3; Contact hrs: 90

This course is a study of two-dimensional watercolor and tempera/gouache media and materials with emphasis on traditional concepts, form and imagery. Transparent and opaque techniques will be analyzed. The course includes studio approaches to painting techniques and pictorial organization as well as creative landscape painting in the open air. Form, value, line, and proportions will be studied as means of determining space, shape, volume, and composition. Various problems will be presented aimed at encouraging individual response and

creativity. Emphasis will be put on technical proficiency and creative expression.

**Prerequisites:** PDM 130 Principles of Drawing and Composition, or equivalent

## Art Therapy

PDM 285 R; Dual listed: PSY 285 R  
Cr: 3; Contact hrs: 60

At a time when concepts of education were being redefined in the late 1400s, Leonardo da Vinci recommended that in addition to reading, writing and arithmetic, all students be taught to draw. He was ignored, to the misfortune of later students. This course is an introduction to the vast area of the therapeutic possibilities of art and specifically of drawing. The course intends to transmit the experience of an artist to all students. Students learn that drawing is a perceptive attitude using all the senses, and dependent upon intuition and intellect. Indeed, we can learn this from those with sense deprivations: the blind draw unexpected and original drawings; the deaf have a special rapport with space, images and the act of drawing. Whether they are lifelong practitioners or have never drawn before, all students in the course will "start all over again", and under the instructor's guidance they will watch their personal art evolve. The course will enable students to translate their emotions into an expressive capacity.

## Art Therapy (Summer only)

PDM 286 R; Dual listed: PSY 286 R  
Cr: 3; Contact hrs: 45

At a time when concepts of education were being redefined in the late 1400s, Leonardo da Vinci recommended that in addition to reading, writing and arithmetic, all students be taught to draw. He was ignored, to the misfortune of later students. This course is an introduction to the vast area of the therapeutic possibilities of art and specifically of drawing. The course intends to transmit the experience of an artist to all students. Students learn that drawing is a perceptive attitude using all the senses, and dependent upon intuition and intellect. Indeed, we can learn this from those with sense deprivations: the blind draw unexpected and original drawings; the deaf have a special rapport with space, images and the act of drawing. Whether they are lifelong practitioners or have never drawn before, all students in the course will "start all over again", and under the instructor's guidance they will watch their personal art evolve. The course will enable students to translate their emotions into an expressive capacity.

## PHO - Photography

### Introduction to Digital Photography

PHO 130 R  
Cr: 3; Contact hrs: 90

The course provides a basic approach to how the photographic digital camera works. Students gain a broad knowledge of the history of photography and an appreciation of aesthetic concerns that enable them to express themselves in a more cohesive and creative manner. Basic classic photography skills including an understanding of focal length, aperture, shutter speed, composition, and quality of light are integrated with techniques specific to digital capture and the manipulation of images in Photoshop. Photoshop software is used to process and print photographic imagery. During the semester specific assignments help students to learn all basic digital techniques. In the course students acquire confidence in knowing how to use their camera well, increased technical control of the medium, and a more critical eye. This course is 100% digital.

**Note:** each student must be equipped with an SLR digital camera with manual function and with at least one lens.

### Introduction to Digital Photography (Summer only)

PHO 131 R  
Cr: 3; Contact hrs: 60

The course provides a basic approach to how the photographic digital camera works. Students gain a broad knowledge of the history of photography and an appreciation of aesthetic

concerns that enable them to express themselves in a more cohesive and creative manner. Basic classic photography skills including an understanding of focal length, aperture, shutter speed, composition, and quality of light are integrated with techniques specific to digital capture and the manipulation of images in Photoshop. Photoshop software is used to process and print photographic imagery. During the semester specific assignments help students to learn all basic digital techniques. In the course students acquire confidence in knowing how to use their camera well, increased technical control of the medium, and a more critical eye. This course is 100% digital.

**Note:** each student must be equipped with an SLR digital camera with professional manual function and with at least one lens.



## 8 | TUSCANIA | Course Descriptions

Welcome to LdM Tuscania! In the pages that follow, courses are divided first by academic School (School of Liberal Arts and Social Sciences, School of Italian Language and Culture, School of Creative Arts) and then by discipline (e.g., ANT - Anthropology, BUS - International Business, CLA - Archaeology etc.). Please consult the following table in order to see exactly which disciplines are offered at which site.

## Course Descriptions - Tuscania

	<b>School of Liberal Arts and Social Sciences</b>	<b>FLORENCE</b>	<b>ROME</b>	<b>TUSCANIA</b>
ANT	Anthropology	•	•	•
ART	Art History	•	•	
BUS	International Business	•	•	•
CLA	Archaeology and Classical Studies	•	•	•
CLT	Cultural Studies	•	•	
COM	Communications	•	•	•
EDU	Education	•		
ENV	Geography and Environmental Studies	•	•	
GND	Gender Studies	•		
HIS	History	•	•	•
LIT	Literature	•	•	•
MCT	Music, Cinema and Theatre Studies	•	•	•
PHR	Philosophy and Religious Studies	•	•	•
POL	Political Science and International Studies	•	•	
PST	Peace Studies	•	•	
PSY	Psychology	•	•	•
SOC	Sociology	•	•	•
WRI	Writing	•	•	•
<b>School of Italian Language and Culture</b>				
ITC	Italian Language and Culture	•	•	•
ITL	Italian Language	•	•	•
<b>School of Sciences</b>				
BIO	Biological Sciences		•	
CHM	Chemistry	•	•	
EVS	Environmental Sciences		•	
MAT	Mathematics	•	•	
<b>School of Creative Arts</b>				
FVM	Film, Video and Multimedia Production	•		•
NUH	Nutrition, Culinary Arts and Culture	•	•	•
PDM	Painting, Drawing and Mixed Media	•	•	•
PER	Performing Arts	•		•
PHO	Photography	•	•	•
PRI	Printmaking	•		
RES	Restoration	•		
SCU	Sculpture and Ceramics	•		
<b>School of Design</b>				
ARC	Architecture	•		
FAS	Fashion Design, Marketing and Merchandising	•		
GRA	Graphic Design	•		
INT	Interior Design	•		
JWY	Jewelry Design	•		



**8.1 |** Tuscania  
School of Liberal Arts and Social Sciences

## ANT - Anthropology

### Archaeology Field School: Tuscania (Italy)

ANT 282-283 T; Dual listed: CLA 282-283 T; HIS 282-283 T  
Cr: 6; Contact hrs: 148

This four-week intensive course in archaeology is held at a specific site representing a distinctive ancient Mediterranean culture. The course offers students a unique combination of supervised on-site fieldwork and specialized academic instruction by archaeologists and other specialists. Participants contribute to the ongoing excavation and preservation of the site, learning essential practical archaeological techniques. The particular civilization represented by the site is analyzed in terms of its material culture, artistic production, and society (including political organization, religion, economy, and everyday life). The course includes weekly visits to sites, monuments and museums of relevance. Participants work alongside students from the University of Florence. The course is offered in collaboration with the Center for Ancient Mediterranean and Near Eastern Studies (CAMNES). Offered at various sites, including two sponsored by the Lorenzo de' Medici Institute. One of the richest sites for Etruscan culture, Tuscania in northern Latium is situated in the southern area of the region inhabited by this people between the 9th to the 1st centuries BCE. Many features of the site and the wide range of artefacts discovered belong to later Etruscan culture (Hellenistic period). The course focuses on Etruscan culture in a period of cosmopolitan expansion and assimilation to Roman culture. Learning activities may include visits to Cerveteri, Tarquinia, and the Museo di Villa Giulia in Rome. Excavation has been overseen by the University of Florence, Lorenzo de' Medici Institute, and CAMNES.

## BUS - International Business

### Wine Business and Marketing

BUS 252 T; Dual listed: NUH 252 T  
Cr: 3; Contact hrs: 45

This course explores the business and marketing of wine, with special focus on U.S. markets. Wine trade and consumption in the US have constantly increased in recent years. If until the early 1990's wine consumption was concentrated in a few major states, today wine is consumed by a large part of the entire US population. Italian wine, counting for 30% of U.S. wine imports, is a major part of this economic and cultural scenario. In addition, new wine markets have emerged worldwide. This growing interest has strengthened the role of traditional key players of the wine trade such as importers, distributors, wholesalers, retailers, while helping to create new professional figures such as wine writers, wine club managers, and event promoters. In this course students learn skills that help equip them to take on such roles. Given the notable diversity and quality of Italian wines, students examine issues of sourcing, shipment chains and trading channels, and market impact. The course includes business simulations, and students produce a start-up or marketing project.

**Prerequisites:** BUS 130 Introduction to Business, or BUS 150 Introduction to Marketing, or equivalents

### Workplace Psychology: Building Effective Managers

BUS 302 T; Dual listed: PSY 302 T  
Cr: 3; Contact hrs: 45

The course examines organizational issues - such as stress, conflict, discrimination, and others - through the social lenses of psychology. The course is a journey through the science of the psyche that will open windows of understanding beyond managerial perspectives. An organization is strategy, marketing, planning, budgeting, and at its very core, it is human. This is the element the course will focus on: the human psychology of an organization. The course leads students to consider approaches that develop the individual with the objective of improving and helping to grow the organization as a whole. In other words, the course connects individual strategy and well-being with those of organizations and the wider society. Through lectures, experiential exercises, readings

and reflections, and teamwork, students will gain a thorough understanding of individual behavior, group functioning, and organizational processes and dynamics. The first part of the course focuses on the individual and teams. Only when one gains awareness about who one is can one effectively work and grow with others. The second part of the course will venture into specific themes: the importance of conflict, the impact of technology, the unavoidable certainty of uncertainty, and substance abuse within an organization. Ultimately, the course enables students to move between themes with critical acumen and creativity, seeking realistic and implementable solutions to real problems.

**Prerequisites:** Junior standing

### Marketing/Advertising Internship

BUS 361 T  
Cr: 3; Contact hrs: 135

This internship provides practical and professional experience in the field of Marketing and Advertising. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The placement is at a local business. Interns develop and carry out various activities which may include but are not limited to: market research; developing marketing, distribution and promotional strategies; creating advertisements for local print & e-publications; developing a website for e-business; newsletters, mailing lists and social media management.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, formal letter of intent, sample of marketing work (i.e. blog writing, social media campaign example, press release, advertising project). Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an onsite interview and Italian language placement test during the first week of the term.

**Prerequisites:** 1) Marketing / Advertising majors of junior standing with at least 2-3 prior courses in the field; 2) Elementary Italian 1 completed (ITL 101 level) and concurrent enrolment in an Italian class (ITL/ITC). Recommended: social networking experience. Fluency in Italian may be advantageous.

## CLA - Archaeology and Classical Studies

### Etruscan Cuisine

CLA 233 T; Dual listed: NUH 233 T  
Cr: 3; Contact hrs: 45

This is an introduction to the ancient traditions of the highly civilized Etruscan cuisine, through literature and archaeology. Practical recipes are focused on cereals and legumes, and vegetable and fruit dishes. Meats, seafood, desserts, and serving traditions will also be studied.

### Etruscan and Roman Civilizations

CLA 245 T  
Cr: 3; Contact hrs: 45

This course presents a survey of the extraordinarily rich civilizations that thrived in Central Italy, where Tuscania flourished, from the 8th century BCE to the 5th century CE. Students will discover the political, social, cultural and religious dimensions of the Etruscan and Roman cultures, engaging with surviving art, architecture and literature. We'll discover together their customs and daily life starting from the analysis of the remaining archaeological evidence. Key issues in the practice of modern archaeology are explored through the use of case studies relating to the town of Tuscania and its surroundings (Tuscia), an area of exceptional archaeological interest and very rich in ancient history. Site visits enforce what the students have learned in class and enhance the understanding of these past cultures.

## Archaeology Field School: Tuscania (Italy)

CLA 282-283 T; Dual listed: ANT 282-283 T; HIS 282-283 T  
Cr: 6; Contact hrs: 148

This four-week intensive course in archaeology is held at a specific site representing a distinctive ancient Mediterranean culture. The course offers students a unique combination of supervised on-site fieldwork and specialized academic instruction by archaeologists and other specialists. Participants contribute to the ongoing excavation and preservation of the site, learning essential practical archaeological techniques. The particular civilization represented by the site is analyzed in terms of its material culture, artistic production, and society (including political organization, religion, economy, and everyday life). The course includes weekly visits to sites, monuments and museums of relevance. Participants work alongside students from the University of Florence. The course is offered in collaboration with the Center for Ancient Mediterranean and Near Eastern Studies (CAMNES). Offered at various sites, including two sponsored by the Lorenzo de' Medici Institute. One of the richest sites for Etruscan culture, Tuscania in northern Latium is situated in the southern area of the region inhabited by this people between the 9th to the 1st centuries BCE. Many features of the site and the wide range of artefacts discovered belong to later Etruscan culture (Hellenistic period). The course focuses on Etruscan culture in a period of cosmopolitan expansion and assimilation to Roman culture. Learning activities may include visits to Cerveteri, Tarquinia, and the Museo di Villa Giulia in Rome. Excavation has been overseen by the University of Florence, Lorenzo de' Medici Institute, and CAMNES.

## Archaeology of Italy: from Constantine to Charlemagne

CLA 298 T  
Cr: 3; Contact hrs: 45

Once dismissed as the "Dark Ages" of invasion and destruction between the fall of ancient Rome and the rise of the medieval communes, the period has become the focus of intense scholarly activity and debate. Thanks to excavations in towns, villas, cemeteries, churches and castles, a vastly more dynamic picture has emerged for Italy from Late Antiquity and the Early Middle Ages (circa 300-1000 CE). Exploiting new data and finds, together with secondary studies and literary sources, this course offers an overview of the archeological evidence and history of one of the most vital and complex periods in all European history. The stress is on continuity and major changes that occurred in the peninsula after the collapse of the Western Roman Empire. The medieval remains in Rome and northern Latium are outstanding. Course topics include: archaeology of various typologies (domestic, settlements, churches, monasteries, burials, defensive structures); specific cultures (Ostrogoths, Lombards); inscriptions; conservation and reconstruction; distinctive object types; basic analytical methods of various materials (pottery, metal, glass, wood, stone). Activities include visits to museums in Rome and Tuscania (special laboratory), and to two excavation sites.

## The Age of the Heroes: Iliad, Odyssey, Aeneid, and the Origins of Western Literature

CLA 306 T; Dual listed: LIT 306 T  
Cr: 3; Contact hrs: 45

The course is a general overview of ancient literature through the analysis and comparison of some of the oldest works of Western civilization. Through a reading of the most significant chapters of the Iliad and the Odyssey, students will get in contact with the aristocratic world and heroes described by Homer in 8-7th century BCE, in order to reconstruct the society of early Greece in the Mycenaean period. The stories presented in the Iliad and Odyssey, considered the "Bible" of classical civilization, show how Greeks used myth to express archetypal values which became immortal for successive generations. Myths are analyzed not only as amazing stories but also as bearers of important messages about life within society, and as primary forms of communication and instruction in a non-literate and oral society. The great influence of Greek myths on Roman legends will also be seen through the reading of some passages of the Aeneid - the national poem of Rome written by Virgil in the 1st century BCE - focusing on the link between Roman history and Greek tradition. The hero of the work,

Aeneas, was the survivor of the fall of Troy and the ancestor of Rome's leaders. A comparison between Aeneas' and Odysseus' wanderings will conclude the course.

## Greek and Roman Mythology

CLA 310 T  
Cr: 3; Contact hrs: 45

The traditional stories about the Greek gods and heroes have always been a fundamental part of Western art and literature, especially since their "rediscovery" by Renaissance humanism. A selection of the great works of ancient Greek literature will present the most important stories, and will also show how the Greeks used myth to express the traditional ideals and personal reflections that captivated and shaped subsequent European culture. The pictorial narratives, so common in Greek and Roman monuments and objects, will introduce the sophisticated visual language created by the Greeks to tell such elaborate tales, the first such iconographic system and one which was to some extent "revived," together with the gods, heroes and heroines, in Renaissance art. To know Roman mythology and understand its similarities and differences with Greek mythology is to understand the real essence of the ideals and aspirations of a great people that built a great empire. In particular, Virgil and Ovid, the most widely known writers of Roman mythology, and also other Roman writers, will help students develop a new interest for Roman myth, history and art.

## COM - Communications

### Body Language and Communication Techniques

COM 212 T; Dual listed: PER 212 T  
Cr: 3; Contact hrs: 45

This course teaches students to use the body to achieve greater professional and social success by increasing the relational and communication capacities of every student, preparing them to enter the working world. The training is aimed at acquiring transversal expertise linked to communication, verbal and non verbal, working in groups, motivation, and body language control. The "learning by doing" methodology is very practical and involves the student in a pro-active way, through exercises and improvisation, testing individual attitudes and personal capacities. Neutral mask and participative and creative techniques will be employed, from a theatrical approach to non verbal communication, team building, self-presentation, body language exercises, movement, and motivation, guiding each student to discover his or her strengths, and to better identify the working path coherent with individual expectations and capacities.

### Communication in Public Administration Internship

COM 364 T; Dual listed: ITC 364 T  
Cr: 3; Contact hrs: 135

This internship provides professional experience in the field of Communications at a prestigious public office. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The internship provides an inside look into Tuscania's Public Administration. With this unique experience the students establish themselves as part of a communications team and learn valuable technical skills, while providing information to the English speaking community of Tuscania. Interns develop and carry out various activities which include but are not limited to: translating important news and announcements from Italian into English; finding the main points of an official document and making a short summary of those points for online publication; using specific databases and updating a bilingual website; drafting translations from English into Italian.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, writing sample in English, formal letter of intent in Italian. Students who enroll must submit supporting documentation

by the application deadline, and acceptance is conditional upon result of an Italian language placement test and an onsite interview during the first week of the term. Proficiency in Italian required. Since the translations are from Italian into English, high proficiency in written and read English is expected.

**Prerequisites:** Advanced Italian 1 completed (ITL 301 level) and concurrent enrolment in an Italian class (ITL/ITC). Recommended: strong writing and communication skills; translation experience

## Communication in Public Administration Internship

COM 374 T; Dual listed: ITC 374 T  
Cr: 6; Contact hrs: 260

This internship provides professional experience in the field of Communications at a prestigious public office. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Twenty hours weekly at the internship site; student internship schedules and onsite duties may vary. The internship provides an inside look into Tuscania's Public Administration. With this unique experience the students establish themselves as part of a communications team and learn valuable technical skills, while providing information to the English speaking community of Tuscania. Interns develop and carry out various activities which include but are not limited to: translating important news and announcements from Italian into English; finding the main points of an official document and making a short summary of those points for online publication; using specific databases and updating a bilingual website; drafting translations from English into Italian.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, writing sample in English, formal letter of intent in Italian. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an Italian language placement test and an onsite interview during the first week of the term. Proficiency in Italian required. Since the translations are from Italian into English, high proficiency in written and read English is expected.

**Prerequisites:** Advanced Italian 1 completed (ITL 301 level) and concurrent enrolment in an Italian class (ITL/ITC). Recommended: strong writing and communication skills; translation experience

## HIS - History

### Western Civilization

HIS 130 T  
Cr: 3; Contact hrs: 45

Survey of cultural, social and political developments in the western tradition between its origins in the Ancient Near East and the present. Themes include: the Judeo-Christian and Greco-Roman heritages, medieval to modern Europe, nationalism, industrialization, western imperialism, totalitarianism and two World Wars, challenges of the later 20th and early 21st centuries.

### Medieval Civilization and Culture

HIS 212 T  
Cr: 3; Contact hrs: 45

This course explores the remarkable series of transitions that Western civilization underwent between the years 313 and 1400 CE, dates corresponding to Emperor Constantine's official acceptance of Christianity, and the imposition of humanistic culture. In culture, politics and society, this long period witnessed a reorientation of values and enormous shifts in the configuration of Europe. In the visual arts, efforts to interpret classical artistic language were flanked by innovative contributions from different cultures. As students study historical and literary sources, archaeology as well as architecture, sculpture and painting, they acquire a chronological map of the essential developments, learning to distinguish between eras, and to interrelate political, social, economic and cultural trends. Rejecting the popular notion of

a "dark age" of culture in the Middle Ages, we shall emphasize the concept of historic evolution. Topics include: the Late Roman Empire, the Barbarian invasions, monasticism, medieval Christianity, the Crusades, the rise of the Italian city-states, the Black Death, and the roots of the Renaissance; Early Christian, Carolingian, Ottonian, Byzantine, Romanesque and Gothic Art. Italian developments and monuments receive special attention, and site visits in Tuscania, neighboring towns (such as Viterbo, Bolsena, Orvieto), and Rome, form an essential component of the course.

### Archaeology Field School: Tuscania (Italy)

HIS 282-283 T; Dual listed: CLA 282-283 T; ANT 282-283 T  
Cr: 6; Contact hrs: 148

This four-week intensive course in archaeology is held at a specific site representing a distinctive ancient Mediterranean culture. The course offers students a unique combination of supervised on-site fieldwork and specialized academic instruction by archaeologists and other specialists. Participants contribute to the ongoing excavation and preservation of the site, learning essential practical archaeological techniques. The particular civilization represented by the site is analyzed in terms of its material culture, artistic production, and society (including political organization, religion, economy, and everyday life). The course includes weekly visits to sites, monuments and museums of relevance. Participants work alongside students from the University of Florence. The course is offered in collaboration with the Center for Ancient Mediterranean and Near Eastern Studies (CAMNES). Offered at various sites, including two sponsored by the Lorenzo de' Medici Institute. One of the richest sites for Etruscan culture, Tuscania in northern Latium is situated in the southern area of the region inhabited by this people between the 9th to the 1st centuries BCE. Many features of the site and the wide range of artefacts discovered belong to later Etruscan culture (Hellenistic period). The course focuses on Etruscan culture in a period of cosmopolitan expansion and assimilation to Roman culture. Learning activities may include visits to Cerveteri, Tarquinia, and the Museo di Villa Giulia in Rome. Excavation has been overseen by the University of Florence, Lorenzo de' Medici Institute, and CAMNES.

### Italian Renaissance Civilization and Culture

HIS 300 T  
Cr: 3; Contact hrs: 45

This course explores the historical, literary and cultural developments of one of the most remarkable and vibrant periods of Italian history: the Renaissance. Students will be introduced to the main historical developments of the Renaissance period from the late fourteenth century to the end of the sixteenth century. The Renaissance is above all the age of the individual and the affirmation of his/her achievements, best summed up by the credo "Man - the measure of all things". The focus of this course is therefore upon great personalities of the Italian Renaissance mainly in the fields of the visual arts, literature and philosophy, but also drawn from those of politics and civic life. These include key figures of the most prominent Italian families: the Medici, the Sforza, the Della Rovere; artists and architects: Brunelleschi, Leon Battista Alberti, Leonardo da Vinci, Michelangelo; writers, poets and philosophers: Dante, Petrarca, Boccaccio, Pico della Mirandola, Machiavelli, as well as merchants and bankers. All these individuals left their mark in Italy between the early 1400s and the late 1500s.

**Prerequisites:** HIS 130 Western Civilization, or equivalent

## LIT - Literature

### Survey of Western Literature

LIT 150 T  
Cr: 3; Contact hrs: 45

This course is an exploration of major texts from antiquity to the present that have shaped and expressed Western cultural traditions (all readings are in English translation). Emphasis will be placed on the nature of genre, period, and style. The course also offers the opportunity to develop an awareness of literature and the skills required to approach and understand it.

## The Age of the Heroes: Iliad, Odyssey, Aeneid, and the Origins of Western Literature

LIT 306 T; Dual listed: CLA 306 T  
Cr: 3; Contact hrs: 45

The course is a general overview of ancient literature through the analysis and comparison of some of the oldest works of Western civilization. Through a reading of the most significant chapters of the Iliad and the Odyssey, students will get in contact with the aristocratic world and heroes described by Homer in 8-7th century BCE, in order to reconstruct the society of early Greece in the Mycenaean period. The stories presented in the Iliad and Odyssey, considered the "Bible" of classical civilization, show how Greeks used myth to express archetypal values which became immortal for successive generations. Myths are analyzed not only as amazing stories but also as bearers of important messages about life within society, and as primary forms of communication and instruction in a non-literate and oral society. The great influence of Greek myths on Roman legends will also be seen through the reading of some passages of the Aeneid - the national poem of Rome written by Virgil in the 1st century BCE - focusing on the link between Roman history and Greek tradition. The hero of the work, Aeneas, was the survivor of the fall of Troy and the ancestor of Rome's leaders. A comparison between Aeneas' and Odysseus' wanderings will conclude the course.

## Masterpieces of Italian Literature

LIT 307 T  
Cr: 3; Contact hrs: 45

The focus of this course is on Italian writers and literary movements from the 13th century to the present. Its goal is to read some of Italy's most representative literary works in translation and to examine their structure, novelty and relevance to their times, and to our own times as well. This course is designed to bring works of Italian literature to the attention of students who may have or may not have any knowledge of Italian. Topics will be introduced, followed by readings to be commented on by the students. Each student will also be required to develop an individually chosen project based on a complete translated work. At the end of the term, each student will be required to write a paper on a chosen text and then give a presentation in class about his/her own work.

**Prerequisites:** LIT 150 Survey of Western Literature, or equivalent

## Italian Grand Tour: Italy through the Eyes of Famous Travellers

LIT 350 T  
Cr: 3; Contact hrs: 45

This course is an introduction to the literature generated by the "Grand Tour" experiences between the 18th and the 19th centuries and to its continuation and development in the 20th century. The main focus will be the textual analysis of the memoirs, letters and diaries written by some of the most famous artists, writers and intellectuals who resided and traveled in Italy. Our selection will include British, German and American writers. Another important aspect of the course will be the study of the history, the works of art, the monuments and the folklore events of the main Grand Tour destinations: Venice, Florence, Rome. Students will learn about the different experiences of famous foreign travelers in Italy through the centuries and will be able to understand some stereotypes, prejudices and idealized visions about Italy and Italians that still survive today.

## MCT - Music, Cinema and Theatre Studies

### Introduction to Acting

MCT 205 T; Dual listed: PER 205 T  
Cr: 3; Contact hrs: 60

This course develops the skills and individual creative potential of students in expressing themselves in a theatrical context before an audience. Students learn the capacity to connect to the imaginary life of a character, and a series of techniques to

act effectively in public. Course activities include a range of exercises, script analysis, and a performance in a public space (not necessarily a theatre). The course starts with observation and the relaxation of muscular tension, and goes on to the creation of a bridge between body and imagination, activating the senses through a series of improvisations. In analyzing the script, students learn to understand the meaning of "actions" and to find the script's super-objective. Students will perform a specially selected "dramatic" story, which may be comedic, and which is either an adaptation of a published contemporary play, or else an original piece developed as a series of improvisations from on a novel or short story, under the teacher/director's guidance.

### Contemporary Italy through the Cinema

MCT 220 T  
Cr: 3; Contact hrs: 45

This course investigates cultural and social topics in Italy's recent past and present with the aid of the medium of film. Through images from some of the most important works of Italian cinema, from the masters of Neorealism to new directors such as Sorrentino and Garrone, students will investigate themes such as fascism, the Italian south, the family, the role of women, organized crime, and the consequences of the economic boom.

### Italian Society through the Cinema

MCT 282 T; Dual listed: SOC 275 T  
Cr: 3; Contact hrs: 45

This course presents the development and changes of the Italian society in the last decades as seen through Italian cinematic vision. The films discussed during the lectures will be shown in chronological order, and cover some of the most significant periods of Italian society: Fascism, the war and post-war time, the economic boom of the early sixties, the anger and protest of the young generation. "Genre" movies will be discussed with special attention given to the "Comedy Italian Style." Information about the most important periods of Italian history, from Fascism to the present time, will be followed throughout the course. Films are in Italian with English subtitles.

### Film Studies

MCT 295 T  
Cr: 3; Contact hrs: 45

This course is an introduction to the study of film as an art form. Rather than take the Hollywood model as the "natural" form for a film, students will be encouraged to regard it as only one, albeit predominant, form of filmmaking among many others. Students will analyze the different elements and formal principles that make up a film and explore how these have evolved historically in a variety of movements. Students will view a number of landmark films and study how they combine different elements, such as sound, editing and mise-en-scène, to construct different narratives. Although the primary emphasis will be on aesthetics, films will also be placed in their historical, political, technological, and economic contexts within Tuscany as a location. The basic goal of this class is to develop an understanding of the art and history of film, and to think critically about filmmaking.

### History of Italian Cinema

MCT 298 T  
Cr: 3; Contact hrs: 45

This is an intermediate level course dealing with the development of Italian cinema from Neorealism to the present time. Renowned directors such as Rossellini, De Sica, Visconti, Fellini, Antonioni, Pasolini, and the most significant works of both neorealist and post-neorealist times (Rome Open City, The Bicycle Thief, Riso Amaro, La Strada, etc.), will be analyzed. The influence of Fascism, post-war crisis, the economic miracle, and the protests of 1968 will be taken into consideration, along with the most common themes in Italian cinema such as social injustice, psychological and existential analysis, neurotic alienation, crisis and decadence of the bourgeoisie and the overall ironic portrayal of Italian society. Genre, techniques, style, language and symbolism will be discussed.

## PHR - Philosophy and Religious Studies

### Western Philosophy

PHR 130 T  
Cr: 3; Contact hrs: 45

This course presents major questions and thinkers of western philosophy. Key methods and terms of philosophical inquiry are explored. Provides a broad overview of major historical directions, systems and schools of philosophy in the western tradition from the pre-Socratics to the present. Discussion centers upon perennial themes such as the existence of God, the nature of knowledge, proof and reasoning, and ethics. Serves as the basis for further courses in philosophy.

### Introduction to Italian Philosophy

PHR 185 T  
Cr: 3; Contact hrs: 45

While introducing students to philosophy as a discipline in terms of methods, contents and questions, the course examines the evolution of the main schools of Italian philosophical thought. The focus is on its main thinkers and fundamental concerns from the Middle Ages through the rich debates of the late Renaissance, with its reforms and Age of Science. However, since the roots discussions by Italian philosophers over time lie in ancient philosophy the course begins with study of some key ideas of Greek, Roman and Early Christian thinkers. Attention is given to the cross-influences between Catholicism and philosophy that are one of the special traits of the the Italian cultural heritage. Among the thinkers analyzed are Socrates, Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Dante, Petrarch, Marsilio Ficino, Pico della Mirandola, Machiavelli, Giordano Bruno and Galileo Galilei.

### Religion and Culture in Italy

PHR 284 T  
Cr: 3; Contact hrs: 45

This course examines the interaction between culture and religion in Italy, above all modern Italy. The peninsula has been the almost uninterrupted home of the Catholic church and the Vatican State, a factor of great importance for centuries and still today in the development of Italian culture and society. At the same time Italy is a relatively young nation, democratic, industrialized, and multicultural. In the lively Italian cultural landscape religion can mean oceanic crowds at sanctuaries or a papal appearance, fierce newspaper debates, small parishes, and Muslims or Christians praying in rented spaces. Italy, indeed, epitomizes key issues in religion and culture generally. Students move between themes of diversity in religious belief and practice, coexistence of communities, continuity of tradition and local heritage, the political interface, secularism, religion in the media and popular culture, national identity, and educational, social and health policies and activities. The course exploits the special opportunity to investigate various religious communities in Italy.

## PSY - Psychology

### Introduction to Psychology

PSY 150 T  
Cr: 3; Contact hrs: 45

This course introduces students to the major areas of psychology through current empirical research and theoretical debate. Scientific and non-scientific approaches to the explanation of psychological phenomena are examined critically. Topics include: anthropological assumptions and implications, deontology, sensation and perception, cognitive processes, consciousness, language, learning, personality, development and psychopathology. Students will be introduced to the main theories for each of these topics from different perspectives (e.g. biological, behavioral, cognitive, and psychodynamic). Students will also look at the different types of scientific research (e.g. experiments, correlational research, review, meta-analysis), and will analyze the typical structure of a research paper (introduction, method, results, discussion, limitations and implications).

## Social Psychology

PSY 200 T  
Cr: 3; Contact hrs: 45

This course is about the study of human social behavior, examining theories, findings and methods of social psychology, viewed from an interpersonal perspective. What is the essential nature of our personality, and what impact do social groups (whether that group is the family, school, or society) have on our development and everyday behavior? Topics include: social cognition, the role of others in shaping self-concepts, as well as the formation of person perception, attitudes, attribution theory, obedience, conformity, interpersonal attraction, and social relations. We will look at the causes and methods of reducing prejudice and aggression, as well as exploring altruism, the development of gender roles, stereotypes, non-verbal behavior, and social influence. Students will acquire a new framework for interpreting social behavior. Among the topics explored in the course are socialization, language acquisition, interpersonal behavior, and persuasion. Students will also have the opportunity to develop the ability to analyze their own and others' behavior. In addition, since this course is taught in Italy, it provides a natural opportunity to compare and contrast the influence of culture on individuals. Living even for a short period in another country helps you to see and understand the relationship between the individual (self) and society.

**Prerequisites:** PSY 150 Introduction to Psychology, or equivalent

### Workplace Psychology: Building Effective Managers

PSY 302 T; Dual listed: BUS 302 T  
Cr: 3; Contact hrs: 45

The course examines organizational issues - such as stress, conflict, discrimination, and others - through the social lenses of psychology. The course is a journey through the science of the psyche that will open windows of understanding beyond managerial perspectives. An organization is strategy, marketing, planning, budgeting, and at its very core, it is human. This is the element the course will focus on: the human psychology of an organization. The course leads students to consider approaches that develop the individual with the objective of improving and helping to grow the organization as a whole. In other words, the course connects individual strategy and well-being with those of organizations and the wider society. Through lectures, experiential exercises, readings and reflections, and teamwork, students will gain a thorough understanding of individual behavior, group functioning, and organizational processes and dynamics. The first part of the course focuses on the individual and teams. Only when one gains awareness about who one is can one effectively work and grow with others. The second part of the course will venture into specific themes: the importance of conflict, the impact of technology, the unavoidable certainty of uncertainty, and substance abuse within an organization. Ultimately, the course enables students to move between themes with critical acumen and creativity, seeking realistic and implementable solutions to real problems.

**Prerequisites:** Junior standing

## SOC - Sociology

### Italian Life and Cultures

SOC 220 T  
Cr: 3; Contact hrs: 45

This course analyzes the history of the Italians and major themes in Italy's recent past and present. The course is broadly divided into two parts. The first part weaves a chronological path through the country's history from ancient times up to the present, exploiting the extraordinary physical resources available in Tuscany for understanding the great civilizations of the Etruscans and Romans, but also drawing on the locality's more recent history to explore some of the challenges that Italy overcame in the twentieth century on the road to modernization. The second part of the course is organized more thematically and examines some major topics in the modern and contemporary life of Italian society.

## Italian Society through the Cinema

SOC 275 T; Dual listed: MCT 282 T  
Cr: 3; Contact hrs: 45

This course presents the development and changes of the Italian society in the last decades as seen through Italian cinematic vision. The films discussed during the lectures will be shown in chronological order, and cover some of the most significant periods of Italian society: Fascism, the war and post-war time, the economic boom of the early sixties, the anger and protest of the young generation. "Genre" movies will be discussed with special attention given to the "Comedy Italian Style." Information about the most important periods of Italian history, from Fascism to the present time, will be followed throughout the course. Films are in Italian with English subtitles.

## WRI - Writing

### Creative Writing

WRI 220 T  
Cr: 3; Contact hrs: 45

This course is geared toward students seriously motivated to write creatively and constructively through inspiration and self-discipline. The professor will stimulate students' creativity through the confrontation with different aids in order to help students create different kinds of written products. This class focuses on both theoretical and practical aspects of creative writing by providing the basic principles and techniques that should be used when producing a written piece. Through inspirational exercises, the student will use the art of creative writing as a tool for literary expression and self-awareness. Reading work out loud for discussion and in-class critiquing allows the students to develop a critical awareness of their own writing as well as following the inspirational and editing process of fellow classmates. Mid-term and final projects will reflect students' writing progress. This course may be taken by students of English as a second language with advanced writing skills.

**Prerequisites:** WRI 150 Writing for College, or equivalent

### Travel Writing

WRI 290 T  
Cr: 3; Contact hrs: 45

Throughout history, Italy has inspired writers and poets to wax lyrical as few other countries have done. Countless English-language novels, stories and poems have woven a *bel paese* of words around the Italian experience. This course provides an opportunity for students to focus first-hand on the art and craft of travel writing, with particular emphasis on cities in Italy, but also with excursions into other worlds - real or imaginary. Through reading, writing, and visits in and around the city center, students will explore places of historic, artistic, cultural and personal interest. They will learn "by example" from a selection of great travel literature about the world in general, and about Italy in particular. And they will learn "by doing," via a series of guided exercises and assignments that explore the distinctive qualities of travel writing - its combination of history, culture, information, rumination, musings and memory - and the ways in which this particular art can lead to a deeper understanding of their own experiences and cultural identity.

**Prerequisites:** WRI 150 Writing for College, or equivalent





**8.2 |** Toscana  
School of Italian Language and Culture

## ITC - Italian Language and Culture

### Italian through Cultural Experience

#### (in Italian only)

ITC 150 T

Cr: 3; Contact hrs: 45

This Italian language and culture course addresses the four language competencies (reading, writing, listening, speaking) and includes both in-class lessons and explorative cultural activities in the streets, piazzas and public buildings of Tuscany. This very dynamic course has a rapid learning pace. Through language the student is enabled to explore local culture, interacting outside class on the basis of specific assignments. The course is highly flexible and is designed for students studying a variety of disciplines. The course emphasizes the explorative ability and independent learning of students who, besides carrying out homework, discover on their own new aspects of language and culture. Some themes examined in the course: young people in Italy, fashion, local history, popular traditions, etc.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1, or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level. Students who have completed Intermediate Italian 1 or above not admitted

### Italian through Mediterranean Cooking

#### (in Italian only)

ITC 216 T

Cr: 3; Contact hrs: 45

This content-based course is taught entirely in Italian. Through the study of Mediterranean cuisine, students will expand their cultural and linguistic competence. Each class includes a grammar topic and a short hands-on cooking session of one main popular Italian dish. Thanks to the combined action of theory and practice, students will naturally strengthen the four main linguistic skills. Frequent oral and written reports will take place during the semester. This course also explores the richness and diversity of Italian cuisine in the context of Mediterranean culture. The course focuses on different aspects of regional foods in Italy, while at the same time drawing links between Italian, Middle Eastern and North African cuisine. Food products and recipes significantly reflect constant, seasonal changes in the landscape, the vegetation and the climate. The influence of Etruscans, Greeks and Romans on Mediterranean cuisine will be examined. The role of wine in Italian and Mediterranean cuisine will also be explored.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian through Cooking (in Italian only)

ITC 220 T

Cr: 3; Contact hrs: 45

This intermediate course is taught entirely in Italian. Through the study of Italian regional food students will expand their cultural and linguistic competence. Italian regional cuisine is naturally linked to local history, geography, lifestyle and culture. Each class includes a grammar topic, brief hands-on cooking session of one main popular Italian dish. Frequent oral and written reports will be arranged, so that students will naturally strengthen the four main linguistic skills.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level. Students who have completed Intermediate Italian 2 or above not admitted

### Italian through Film (in Italian only)

ITC 225 T

Cr: 3; Contact hrs: 45

The use of film in teaching Italian allows students to be exposed to different models of language, to develop their communicative skills (by focusing on the roles of the protagonists and the importance of situation and context), and to compare and contrast different cultural systems. Drawing on Italy's world-

famous cinematic tradition, this course will explore language and communication in a variety of films that provide stimulating images of Italian society. Much class time will be devoted to analysis of language, in particular to the ways in which grammar and vocabulary are used in film dialogues portraying realistic situations from everyday life.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian through Theatre (in Italian only)

ITC 240 T

Cr: 3; Contact hrs: 45

Italian is sometimes characterized as a theatrical language. This course, taught entirely in Italian, uses the great tradition of Italian theatre to enable students to improve their capacity in communication in Italian. Through learning how to listen and pronounce correctly theatrical texts, and through using non-verbal communication commonly practiced in the theatre (e.g. mimicry, gestures, postures, moves) alongside verbal communication, students will appreciate intercultural communication in its totality and build confidence in their own approach to communicating in Italian. Each class will have a theoretical part in which a literary or musical text will be analyzed, referring to the historical, artistic and social context in which it was produced, and a practical part, in which students will learn the sound of words and expressions and become familiar with theatrical strategies of communication. The course will end with a small performance.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian for Conversation (in Italian only)

ITC 260 T

Cr: 3; Contact hrs: 45

The course, taught entirely in Italian, aims to improve conversational fluency through different structured teaching techniques (i.e. dramatization, role play, role taking, oral presentation) and also to promote different strategies for listening, another important skill to be developed in order to become a real active participant in conversation. The improvement of speaking and listening abilities, together with reading and writing, will go hand in hand with broadening knowledge of the Italian culture. In this context class discussions and students' oral presentations on themes regarding Italy and Italian people will help them become familiar with Italian society.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### Italian Civilization (in Italian only)

ITC 315 T

Cr: 3; Contact hrs: 45

This course, taught entirely in Italian, examines the development of Italian civilization from unification to the present. It explores achievements in literature, science, philosophy, and the arts, as well as political and social movements and key events in Italian history. The course is organized chronologically and thematically. It focuses on the contributions of specific individuals, broader social issues such as Fascism, and political and economic developments that characterize particular time periods, including the aftermath of World War II. To make this material manageable for the students, the course will be organized around themes and ideas that are representative of phases of Italian history and that continue to form part of the Italian heritage.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## Italian through Service Learning (in Italian only)

ITC 340 T  
Cr: 3; Contact hrs: 45

This course, taught entirely in Italian, aims to give students a singular experience of study abroad. The focus of the course is both on the Italian learning outcome and the opportunity to experience and reflect upon community-based volunteer work in the program city. Students are required to attend weekly seminars (at least 15 hours) on cultural and language issues, sharing experiences based on their service learning. Particular attention will be dedicated to socially engaged subjects like ethnicity and immigration, youth and volunteer work, children and school, stereotypes and intercultural relations, globalization. The course also entails volunteer placements in organizations engaged in socially meaningful tasks: working with women, children, the elderly, students, immigrants, cultural associations, disabled people and the environment (at least 15 hours of on-site activities per semester to be arranged by and starting from the fourth week of the semester). The service learning will be supervised by the professor and local tutor(s). Please consider that students will have to devote additional hours for independent learning, preparation and follow-up of the activities and transport. Students will reflect on their learning through case study reports and journals based on participation and observation in the service learning location.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## Communication in Public Administration Internship

ITC 364 T; Dual listed: COM 364 T  
Cr: 3; Contact hrs: 135

This internship provides professional experience in the field of Communications at a prestigious public office. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Ten hours weekly at the internship site; student internship schedules and onsite duties may vary. The internship provides an inside look into Tuscania's Public Administration. With this unique experience the students establish themselves as part of a communications team and learn valuable technical skills, while providing information to the English speaking community of Tuscania. Interns develop and carry out various activities which include but are not limited to: translating important news and announcements from Italian into English; finding the main points of an official document and making a short summary of those points for online publication; using specific databases and updating a bilingual website; drafting translations from English into Italian.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, writing sample in English, formal letter of intent in Italian. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an Italian language placement test and an onsite interview during the first week of the term. Proficiency in Italian required. Since the translations are from Italian into English, high proficiency in written and read English is expected.

**Prerequisites:** Advanced Italian 1 completed (ITL 301 level) and concurrent enrolment in an Italian class (ITL/ITC). Recommended: strong writing and communication skills; translation experience

## Communication in Public Administration Internship

ITC 374 T; Dual listed: COM 374 T  
Cr: 6; Contact hrs: 260

This internship provides professional experience in the field of Communications at a prestigious public office. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects assessment of weekly reports, two papers, and an overall evaluation. Twenty hours weekly at the internship

site; student internship schedules and onsite duties may vary. The internship provides an inside look into Tuscania's Public Administration. With this unique experience the students establish themselves as part of a communications team and learn valuable technical skills, while providing information to the English speaking community of Tuscania. Interns develop and carry out various activities which include but are not limited to: translating important news and announcements from Italian into English; finding the main points of an official document and making a short summary of those points for online publication; using specific databases and updating a bilingual website; drafting translations from English into Italian.

**Note:** Placement opportunities are limited and subject to change. Admission contingent on student CV, two reference letters, writing sample in English, formal letter of intent in Italian. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon result of an Italian language placement test and an onsite interview during the first week of the term. Proficiency in Italian required. Since the translations are from Italian into English, high proficiency in written and read English is expected.

**Prerequisites:** Advanced Italian 1 completed (ITL 301 level) and concurrent enrolment in an Italian class (ITL/ITC). Recommended: strong writing and communication skills; translation experience

## ITL - Italian Language 3-Credit Courses

### 3-Hour Italian Language Elementary 1

ITL 101 T  
Cr: 3; Contact hrs: 45

This course is for absolute beginner students who have never studied Italian before. Its aim is to give the basis of the language, allowing students to deal with the most common everyday situations by expressing themselves in the present and past tenses. Key grammatical topics include: definite and indefinite articles; noun-adjective agreement; present tense of regular and main irregular verbs; prepositions; direct pronouns; present perfect; possessive adjectives. Key thematic areas include: shopping for food; in a restaurant; daily life and spare time; travelling; vacations; the family.

### 3-Hour Italian Language Elementary 2

ITL 102 T  
Cr: 3; Contact hrs: 45

This course is designed for students who already have a basic vocabulary and knowledge of elementary structures of the language. By the end of the course students should be able to complete simple and routine tasks requiring an exchange of information on familiar matters, to describe their background and issues related to everyday life. Key grammatical topics include: review of Elementary 1 course contents; simple and compound prepositions; reflexive verbs; future; imperfect tense; indirect pronouns; introduction to present conditional. Key thematic areas include: shopping in Italy; daily routine; habits in the past; Italian festivities; Italian food; in a hotel. Selected readings.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Intermediate 1

ITL 201 T  
Cr: 3; Contact hrs: 45

This course is directed towards the acquisition of more complex structures of Italian language in order to express personal opinions and preferences. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Key grammatical topics include: review of previous level contents; past perfect; prepositions; combined, indefinite and interrogative pronouns; present and past conditional; linking words; impersonal forms; present and past subjunctive. Key thematic areas include:

Italian geography; food and cuisine; holidays; driving in Italy; dwellings; health and body. Selected readings.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Intermediate 2

ITL 202 T

Cr: 3; Contact hrs: 45

This course introduces students to contemporary Italian society by exploiting different sources including literature, the media and press. By the end of the course students should be able to show a high degree of understanding of complex written and spoken texts and respond appropriately to them, both orally and in writing. Key grammatical topics include: review and expansion of contents of previous levels; forms and use of the subjunctive mood; imperative with pronouns; introduction to passato remoto; infinitive and gerund; degrees of comparison; passive voice; relative pronouns; reported speech (first level). Key thematic areas include: famous Italians; issues of contemporary history, culture and society; local arts and crafts; Italian cinema. Selected readings of literary works.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Advanced 1

ITL 301 T

Cr: 3; Contact hrs: 45

This course is designed for students who already have a solid grammatical/lexical basis. By the end of the course students should be able to understand most TV news and information on current affairs; read contemporary literary prose; write texts about a wide range of subjects; achieve the degree of confidence with the language that makes communication fluid and clear. Key grammatical topics include: consolidation of previous levels; impersonal forms; clauses and constructions using the subjunctive; passato remoto; passive forms in contrast; relative clauses in contrast. Key thematic areas include: changes in the Italian language and dialects; typical Italian products; immigration in Italy; environmental issues. Selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 3-Hour Italian Language Advanced 2

ITL 302 T

Cr: 3; Contact hrs: 45

This course is designed for students who have a high degree of fluency in Italian both in speaking and in writing. By the end of the course students should be able to formulate ideas and opinions with precision and recognize a wide range of idiomatic expressions and colloquialisms, as well as apply register shifts. Key grammatical topics include: review of previous levels; past perfect subjunctive; past conditional; indefinite adjectives pronouns; verbs and prepositions; conditional clauses; trapassato remoto; gerund, infinitive, participle; tense agreement; reported speech (second level). Key thematic areas include: Italian regionalism; the Risorgimento; politics and the media; contemporary literature and cinema; cultural heritage. Selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## ITL - Italian Language 4-Credit Courses

### 4-Hour Italian Language Elementary 1

ITL 111 T

Cr: 4; Contact hrs: 60

This course is designed for absolute beginner students who have never studied Italian before. By the end of the course students should be able to deal with the most common everyday situations by expressing themselves in the present and past tenses. Compared to a 3-Hour Elementary 1 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional grammar topics and exploring Italian culture. Key grammatical topics include: definite and indefinite articles; noun-adjective agreement; present tense of regular and main irregular verbs; prepositions; direct pronouns; present perfect; possessive adjectives. Key thematic areas include: shopping for food; daily life and spare time; vacations; at the restaurant; family; in town. Selected readings. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

### 4-Hour Italian Language Elementary 2

ITL 112 T

Cr: 4; Contact hrs: 60

This course is designed for students who already have a basic vocabulary of Italian and basic knowledge of elementary structures of the language. By the end of the course students should be able to complete simple and routine tasks requiring an exchange of information on familiar matters, to describe their background and issues related to everyday life. Compared to a 3-Hour Elementary 2 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review of Elementary 1 level contents; simple and compound prepositions; reflexive verbs; future; imperfect tense; indirect pronouns; introduction to present conditional. Key thematic areas include: shopping in Italy; daily routine; habits in the past; Italian festivities; Italian food; in a hotel. Selected readings. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or ITL 111 4-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 4-Hour Italian Language Intermediate 1

ITL 211 T

Cr: 4; Contact hrs: 60

This course is directed towards the acquisition of more complex structures to express personal opinions and preferences. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Compared to a 3-Hour Intermediate 1 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review of previous level contents; past perfect; prepositions; combined, indefinite and interrogative pronouns; present and past conditional; linking words; impersonal forms; present and past subjunctive. Key thematic areas include: Italian geography; food and cuisine; holidays; driving in Italy; dwellings; health and body. Selected readings. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or ITL 112 4-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 4-Hour Italian Language Intermediate 2

ITL 212 T

Cr: 4; Contact hrs: 60

This course introduces students to contemporary Italian society by exploiting different sources including literature, the media

and press. By the end of the course students should be able to show a high degree of understanding of complex written and spoken texts and respond appropriately to them, both orally and in writing. Compared to a 3-Hour Intermediate 2 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review and expansion of contents of previous levels; forms and use of the subjunctive mood; imperative with pronouns; introduction to *passato remoto*; infinitive and gerund; degrees of comparison; passive voice; relative pronouns; reported speech (first level). Key thematic areas include: famous Italians; issues of contemporary history, culture and society; local arts and crafts; Italian cinema. Selected readings of literary works. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or ITL 211 4-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

#### 4-Hour Italian Language Advanced 1

ITL 311 T

Cr: 4; Contact hrs: 60

This course is designed for students who already have a solid grammatical/lexical basis. By the end of the course students should be able to understand most TV news and information on current affairs; read contemporary literary prose; write texts about a wide range of subjects; achieve the degree of confidence with the language that makes communication fluid and clear. Compared to a 3-Hour Advanced 1 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: consolidation of previous levels; impersonal forms; clauses and constructions using the subjunctive; *passato remoto*; passive forms in contrast; relative clauses in contrast. Key thematic areas include: changes in the Italian language and dialects; typical Italian products; immigration in Italy; environmental issues. Selected readings of literary works by modern Italian authors. During the January Intersession at least 4 hours are dedicated to mandatory extra class cultural activities.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or ITL 212 4-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

#### 4-Hour Italian Language Advanced 2

ITL 312 T

Cr: 4; Contact hrs: 60

This course is designed for students who have a high degree of fluency in Italian both in speaking and in writing. By the end of the course students should be able to formulate ideas and opinions with precision and recognize a wide range of idiomatic expressions and colloquialisms, as well as apply register shifts. Compared to a 3-Hour Advanced 2 course, this course devotes more time to practicing the four main language abilities both in class and outside besides introducing some additional topics and exploring Italian culture. Key grammatical topics include: review of previous levels; past perfect subjunctive; past conditional; indefinite adjectives pronouns; verbs and prepositions; conditional clauses; *trapassato remoto*; gerund, infinitive, participle; tense agreement; reported speech (second level). Key thematic areas include: Italian regionalism; the Risorgimento; politics and the media; contemporary literature and cinema; cultural heritage. Selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or ITL 311 4-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## ITL - Italian Language 6-Credit Courses

### 6-Hour Italian Language Elementary 1 and 2

ITL 122 T

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is for absolute beginner students who have never studied Italian before. By the end of the course students should be able to complete simple and routine tasks requiring an exchange of information on familiar matters, to describe their background and issues related to everyday life. Key grammatical topics include: definite and indefinite articles; noun-adjective agreement; present tense of regular and main irregular verbs; present perfect; possessive adjectives; simple and compound prepositions; reflexive verbs; future; imperfect tense; direct and indirect pronouns; introduction to present conditional. Key thematic areas include: Italian food; spare time; travelling; vacations; the family; shopping in Italy; daily routine; habits in the past; Italian festivities; in a hotel.

**Note:** learning experience and activities involving the local community are integral to the program.

### 6-Hour Italian Language Elementary 2 and Intermediate 1

ITL 221 T

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is for those students who already have a basic vocabulary and knowledge of elementary structures of the language. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Key grammatical topics include: review of Elementary 1 level contents; direct, indirect and relative pronouns; impersonal form; possessive adjectives; reflexive verbs; degrees of comparison: adverbs and adjectives; imperfect vs present perfect; introduction to conditional; imperative; irregular nouns; simple future; introduction to subjunctive; past perfect; introduction to *passato remoto*. Key grammatical topics include: daily routines; holidays; shopping in Italy; family and childhood; marriage in Italy; dietary habits; health and body; future plans; the working world; dwellings. Selected readings.

**Note:** learning experience and activities involving the local community are integral to the program.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### 6-Hour Italian Language Intermediate 1 and 2

ITL 222 T

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is directed towards the acquisition of more complex structures to express personal opinions and preferences. By the end of the course students should be able to show a high degree of understanding of complex written and spoken texts and respond appropriately to them, both orally and in writing. Key grammatical topics include: review of previous level contents; past perfect; prepositions; combined, indefinite and interrogative pronouns; present and past conditional; linking words; impersonal forms; forms and use of the subjunctive mood; imperative with pronouns; introduction to *passato remoto*; infinitive and gerund; degrees of comparison; passive voice; relative pronouns; reported speech (first level). Key thematic areas include: Italian geography; food and cuisine; holidays; driving in Italy; dwellings; health and body; famous Italians; issues of contemporary history, culture and society; local arts and crafts; Italian cinema. Selected readings.

**Note:** learning experience and activities involving the local community are integral to the program

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## 6-Hour Italian Language Intermediate 2 and Advanced 1

ITL 321 T

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course introduces students to contemporary Italian society by exploiting different sources including literature, the media and press. By the end of the course students should be able to understand most TV news and information on current affairs; read contemporary literary prose; write texts about a wide range of subjects; achieve the degree of confidence with the language that makes communication fluid and clear. Key grammatical topics include: consolidation of all past tenses; relative and combined pronouns; past conditional; consolidation of subjunctive mood; future perfect; reported speech (first level); passive voice; conditional clauses; gerund and Infinitive; some uses of the impersonal form. Key thematic areas include: foreign words commonly used in Italian; the media world; life in Italian towns; environmental issues; Italian novelists; family today; Italian traditions and festivities. Selected readings of literary works by modern Italian authors.

**Note:** learning experience and activities involving the local community are integral to the program.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## 6-Hour Italian Language Advanced 1 and 2

ITL 322 T

Cr: 6; Contact hrs: 90

This program covers two levels of Italian in one semester. This course is for students who already have a solid grammatical/lexical basis. By the end of the course students should be able to formulate ideas and opinions with precision and recognize a wide range of idiomatic expressions and colloquialisms, as well as apply register shifts. Key grammatical topics include: consolidation of previous levels; past conditional; subjunctive clauses; conditional clauses; passive forms in contrast; relative pronouns in contrast; impersonal forms; verbs + prepositions; compound nouns; tense agreement with the indicative and the subjunctive moods; trapassato remoto; gerund, infinitive, participle; reported speech (second level). Key thematic areas include: changes in the Italian language and society; typical Italian products; Italian literature, music and cinema; immigration; politics and the media; cultural heritage; environmental issues. Selected readings of literary works by modern Italian authors.

**Note:** learning experience and activities involving the local community are integral to the program

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

## ITL - Italian Language 16-Credit Courses

### LEVEL SEQUENCES

#### 16-Hour Italian Elementary 1 and 2, Intermediate 1 and 2

ITL 191-192-291-292 T

Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local

community through interviews, research and fieldtrips. For the description of any single level please see ITL 191, ITL 192, ITL 291 and ITL 292.

#### 16-Hour Italian Elementary 2, Intermediate 1 and 2, Advanced 1

ITL 192-291-292-391 T

Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local community through interviews, research and fieldtrips. For the description of any single level please see ITL 192, ITL 291, ITL 292 and ITL 391.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

#### 16-Hour Italian Intermediate 1 and 2, Advanced 1 and 2

ITL 291-292-391-392 T

Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local community through interviews, research and fieldtrips. For the description of any single level please see ITL 291, ITL 292, ITL 391 and ITL 392.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

#### 16-Hour Italian Intermediate 2, Advanced 1, 2 and 3

ITL 292-391-392-393 T

Cr: 16; Contact hrs: 240

This program aims to give students the possibility to combine a full immersion in Italian language with an in-depth experience of Italian culture. During an academic semester four levels will be covered on condition that students pass a final exam for each course. For every level credit-bearing students will obtain 4 credits (out of the total 16) on condition that they receive a "C-" or higher. Each level consists of 60 contact hours. All classes are held in Italian. Ample time is also dedicated to activities whose objective is to deepen knowledge of Italian society and culture and enable students to interact directly with local community through interviews, research and fieldtrips. For the description of any single level please see ITL 292, ITL 391, ITL 392 and ITL 393.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival. As a result of the placement test LdM reserves the right to move students into a different level

### LEVEL DESCRIPTIONS

#### 4-Hour Italian Language Elementary 1

ITL 191 T

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is

designed for absolute beginner students who have never studied Italian before. Its aim is to give the basis of the language, allowing students to face the most common everyday situations by expressing themselves in the present and in the past tense. Key grammatical topics include: definite and indefinite articles; regular and most common irregular verbs in the present tense; modal verbs; most common prepositions; regular and irregular present perfect; direct pronouns; the verb *piacere*; interrogative pronouns; impersonal form. Key thematic areas include: introducing oneself; at the restaurant; spare time; time, weather, seasons; in town; at the hotel; vacations; shopping for food.

#### 4-Hour Italian language Elementary 2

ITL 192 T

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for students who already have a basic vocabulary and knowledge of elementary structures of the language. By the end of the course students should be able to communicate in simple and routine tasks requiring an exchange of information on familiar and routine matters, to describe their background, immediate environment and matters related to areas relevant to everyday life. Students will learn new forms to express past actions and future events. Key grammatical topics include: reflexive verbs; possessives; comparatives; imperfect versus present perfect; introduction to conditional; "stare" + gerund; relative pronouns; direct and indirect pronouns. Key thematic areas include: Italian festivities; shopping in Italy; family and childhood; marriage in Italy. Selected readings.

**Prerequisites:** ITL 101 3-Hour Italian Language Elementary 1 or equivalent; placement test upon arrival

#### 4-Hour Italian Language Intermediate 1

ITL 291 T

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is directed towards the acquisition of more complex structures to express personal opinions and preferences. By the end of the course students should be able to enter unprepared into conversation on topics that are familiar; to relate the plot of a book or film; to write correct texts on topics of personal interest. Key grammatical topics include: imperative forms; degrees of comparison: adverbs and adjectives; future tense; introduction to subjunctive; combined and relative pronouns; *trapassato prossimo*; past conditional; *intro* to *passato remoto*. Key thematic areas include: dietary habits; health and body; future plans; the working world; dwellings. Selected readings.

**Prerequisites:** ITL 102 3-Hour Italian Language Elementary 2 or equivalent; placement test upon arrival

#### 4-Hour Italian language Intermediate 2

ITL 292 T

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for students who already have an active knowledge of the main structures of the Italian language. By completing the study of more complex language structures, students will be able to give reasons and explanations for opinions and plans. By the end of the course students should be able to understand the main points of radio and TV programs, newspaper and magazine articles and simple literary passages. Key grammatical topics include: *passato remoto* and *trapassato prossimo*; past conditional; consolidation of subjunctive mood; passive form; conditional clauses; implicit forms. Key thematic areas include: Italian society; fashion; immigration in Italy; stereotypes; famous Italians; typical Italian products; Italian music. Selected readings of literary works.

**Prerequisites:** ITL 201 3-Hour Italian Language Intermediate 1 or equivalent; placement test upon arrival

#### 4-Hour Italian Language Advanced 1

ITL 391 T

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for students who have a solid grammatical/lexical background in Italian and have already completed the study

of complex language structures. By the end of the course students should be able to understand most TV news and current affairs programs, contemporary literary prose, write clear texts about a range of subjects including reports, passing information, or giving reasons in support or against a particular point of view. They should be able to interact with a degree of fluency with native speakers to take active part in discussions. Key grammatical topics include: review of the subjunctive, conditional and indicative mood; passive forms in contrast; linking words; articles and prepositions. Key thematic areas include: issues in contemporary Italian arts, history and society; changes in the Italian Language. Literature: selected readings of literary works by modern Italian authors.

**Prerequisites:** ITL 202 3-Hour Italian Language Intermediate 2 or equivalent; placement test upon arrival

#### 4-Hour Italian Language Advanced 2

ITL 392 T

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for those students fluent in Italian. By the end of the course students should be able to understand most TV news and current affairs programs, contemporary literary prose, write clear texts about a wide range of subjects without much effort, interact with high degree of fluency and spontaneity with native speakers. By working with different types of authentic materials and by completing the in-depth grammar review students will achieve a high level of language fluency, they will be able to formulate ideas and opinions with precision, to understand television programs and movies without much effort. Key grammatical topics include: compound and loan words; tense agreement; reported speech; subordinate clauses; more complex impersonal and passive forms; gerund, infinitive, participle. Key thematic areas include: further issues in contemporary Italian arts, history and society. Changes in the Italian Language. Selected readings of literary works by modern and contemporary Italian authors.

**Prerequisites:** ITL 301 3-Hour Italian Language Advanced 1 or equivalent; placement test upon arrival

#### 4-Hour Italian Language Advanced 3

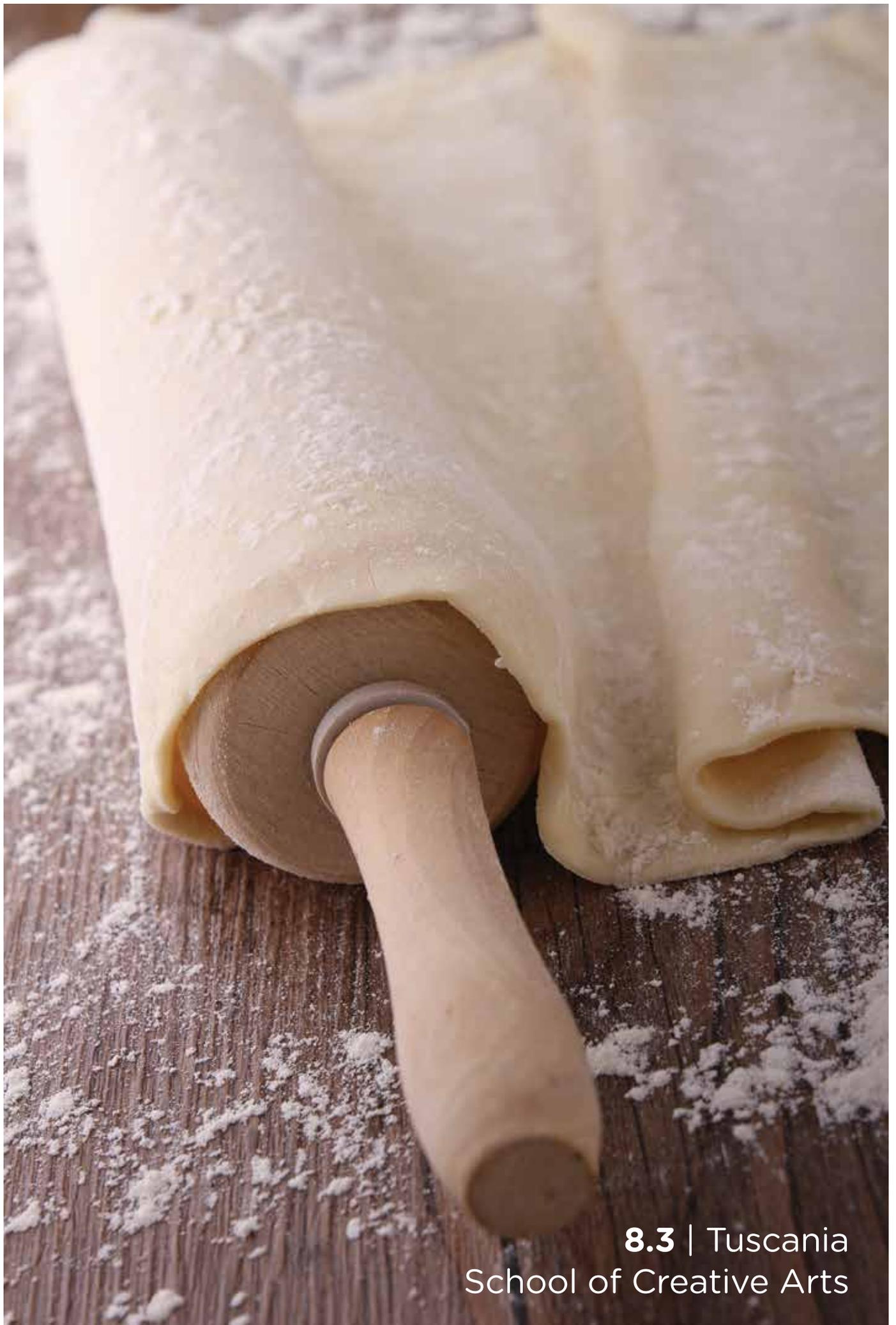
ITL 393 T

Cr: 4; Contact hrs: 60

This level, which is part of the 16-Hour Italian program, is designed for those students already fluent in Italian. By the end of the course students should be able to understand TV programs and movies, literary prose without much effort, write clear texts about a wide range of subjects, express themselves spontaneously. Focus will be on language changes, both from the grammatical and lexical points of view, according to the type of message or the kind of situation they are facing. By the end of the course students will understand the pragmatic functions of important grammatical forms in order to use them in proper situations. By working with different types of authentic materials they will refine their usage of idiomatic expressions. Key grammatical and thematic topics will include: review of advanced grammar structures; analysis of different language styles and registers; issues of Italian civilization and culture. Selected readings of literary works by modern and contemporary Italian authors.

**Prerequisites:** ITL 302 3-Hour Italian Language Advanced 2 or equivalent; placement test upon arrival





**8.3** | Tuscania  
School of Creative Arts

## FVM - Film, Video and Multimedia Production

### Digital Filmmaking I

FVM 210 T  
Cr: 3; Contact hrs: 90

The course is based on the script, the language of images, and the figurative and narrative components of the story. Idea, story line, treatment and screenplay will be covered, as well as literary and original screenplays. The different roles of the production team will be analyzed: preparation: casting and work plan; technical means of directing (techniques of cinema / video shooting styles); lighting techniques and rudimental of photography; editing: construction and definition of the film story line; editing methods with digital formats; audio post-production (mixing). The course aims to connect the different stages of production to provide the student with a global view of the expressive power of the media from the creative to the realizable.

## NUH - Nutrition, Culinary Arts and Culture

### The Food of Italy

NUH 160 T  
Cr: 3; Contact hrs: 45

Although characterized by unique and distinctive features, Italian cuisine is still perceived as the result of many different regional culinary traditions that, although merged and diluted over the centuries, still maintain their particular flavors and distinct ingredients. The course focuses on the different aspects of regional food in Italy, from ingredients to recipe preparation and cooking techniques, with particular attention to the following factors: historical origins and developments; climate and environmental conditions; social issues; food production; nutrition; and safety and health. Emphasis will be placed on how food relates to the local lifestyle and culture. Regional economy and local resources will be analyzed and compared. Students will be introduced to the various local products through lectures and class demonstrations.

### Wine and Culture I: Wines of Italy

NUH 170 T  
Cr: 3; Contact hrs: 45

Despite the ancient origins of wine production in Italy, it is only recently that Italy has experienced a tremendous improvement in the quality of its wines. This course introduces students to wine appreciation techniques, by studying the most representative wines of the regions of Italy. History, production, grapes, labeling, and tasting methods will be discussed.

### Mediterranean Cuisine

NUH 217 T  
Cr: 3; Contact hrs: 45

This course explores the richness and diversity of Italian cuisine in the context of Mediterranean culture. The course focuses on different aspects of regional foods in Italy, while at the same time drawing links between Italian cuisine and that of the Middle East and North Africa. Landscape, the vegetation and the climate constantly change to produce significant products and recipes. The influence of Etruscans, Greeks and Romans on Mediterranean cuisine will be examined. Practical classes will provide an overview of the delicious and healthy dietary models of the countries concerned. The fundamental role of herbs and spices in Mediterranean cooking will be examined, and students will learn how to cook several kind of fishes and meats. The role of wine in Italian and Mediterranean cuisine will also be explored.

### Current Trends in Italian Cuisine

NUH 220 T  
Cr: 3; Contact hrs: 45

This course explores major trends in contemporary Italian cuisine that have been emerging in recent decades. These

trends, revealed in both everyday and haute cuisine, involve fresh reinterpretations of regional traditions, reevaluation of local products, interest in lighter and healthier diet, and an emphasis on creativity. Driving these trends are such diverse factors as interest in other cuisines, innovations by leading chefs, and especially changes in Italian society and lifestyles. Students learn basic cooking skills as well as some specialized cooking methods and techniques. They discover how to select quality ingredients, and they compare their eating habits with those common in Italy today. Particular focus is given to the following aspects: historical origins and developments of food production, regional dishes, seasonal and environmental conditions, social issues, nutrition, safety and health. In each lesson students learn how to prepare representative recipes, with attention to ingredients, nutritional values, and presentation.

### Etruscan Cuisine

NUH 233 T; Dual listed: CLA 233 T  
Cr: 3; Contact hrs: 45

This is an introduction to the ancient traditions of the highly civilized Etruscan cuisine, through literature and archaeology. Practical recipes are focused on cereals and legumes, and vegetable and fruit dishes. Meats, seafood, desserts, and serving traditions will also be studied.

### Italian Food and Culture: Pairing Food & Wine

NUH 245 T  
Cr: 3; Contact hrs: 45

Italian cuisine is the result of many different regional culinary traditions that, although merged and diluted over centuries, still maintain their particular flavors and distinct ingredients. Thanks in recent years to a greater availability of wines from different regions, the pairing of food and wine, always a traditional aspect of Italian cuisine, has become more important in the organization of a menu and the presentation of a meal. In this course the various ways of pairing Italian food and wine will be analyzed and used for menu planning. This involves research into aspects of both wine and food, with special emphasis on classification and technical terminology, nutritional and health issues, chemical composition, sensory and other evaluation techniques, as well as cooking skills that will be practiced regularly in class. Not suitable for vegetarians.

### Wine Business and Marketing

NUH 252 T; Dual listed: BUS 252 T  
Cr: 3; Contact hrs: 45

This course explores the business and marketing of wine, with special focus on U.S. markets. Wine trade and consumption in the US have constantly increased in recent years. If until the early 1990's wine consumption was concentrated in a few major states, today wine is consumed by a large part of the entire US population. Italian wine, counting for 30% of U.S. wine imports, is a major part of this economic and cultural scenario. In addition, new wine markets have emerged worldwide. This growing interest has strengthened the role of traditional key players of the wine trade such as importers, distributors, wholesalers, retailers, while helping to create new professional figures such as wine writers, wine club managers, and event promoters. In this course students learn skills that help equip them to take on such roles. Given the notable diversity and quality of Italian wines, students examine issues of sourcing, shipment chains and trading channels, and market impact. The course includes business simulations, and students produce a start-up or marketing project.

**Prerequisites:** BUS 130 Introduction to Business, or BUS 150 Introduction to Marketing, or equivalents

## PDM - Painting, Drawing and Mixed Media

### Principles of Drawing and Composition

PDM 130 T  
Cr: 3; Contact hrs: 60

This course will teach the basic techniques of figure and object drawing. The program is designed to introduce the

fundamental principles and elements of drawing using charcoal, pencil and various other media, such as red chalk. Each lesson has a specific aim and forms part of a progressive buildup of skills through observation with a series of exercises. Still life, human figure, architecture and nature will be investigated as subject matter and perspective studies will be analyzed in depth. Reference to the exceptional works of art in the city of Florence will be investigated and analyzed as an integral part of the course. The aim of the course is to develop basic skills and a better understanding and knowledge of drawing, and to encourage further studies.

### Foundation Oil Painting

PDM 140 T

Cr: 3; Contact hrs: 90

This course is an introduction to the traditional techniques of oil painting for beginning students or students with no previous training in Fine Arts. The course deals with the most fundamental principles and elements of still-life painting, with emphasis on perception and buildup of form, tone, and color on a two-dimensional surface, as well as studies of perspective and composition. Each lesson has a specific aim and forms part of a progressive buildup of skills through observation with a series of exercises in highly structured lessons, including the theory of color, supplemented by practical demonstrations. Exceptional works of art in the city will be referenced and analyzed as an integral part of the course. The aim of the course is for students to learn basic oil painting techniques.

### Foundation Oil Painting (Summer only)

PDM 141 T

Cr: 3; Contact hrs: 60

This is a course for beginning students or students with no previous training in Fine Arts, wanting an introduction to the traditional techniques of oil painting. The course deals with the most fundamental principles and elements of still-life painting, with an emphasis on the perception and build up of form, tone, and color on a two-dimensional surface. Exercises will be introduced to students in highly structured lessons, supplemented by practical demonstrations. The aim of the course is to give students the basic knowledge of oil painting techniques.

### Expanding Creativity

PDM 150 T; Dual listed: PER 150 T; PHO 150 T

Cr: 3; Contact hrs: 45

Problem solving in the field of fine arts is coupling inspiration with practical solutions. Viewing the situation with an artistic eye, whether it be in drawing, painting, sculpture, graphic design, music or writing, the creator of the work must discover how to "put the line where he/she wants it to go," using his/her talents to realize in a tangible form what he/she envisions in his/her imagination. The primary goal of this class will be for students to learn to express their true selves while transforming media in an artistic and mindful way. Students will learn to expand their thinking into areas of art other than their present chosen media. Since the class is made up of students from various artistic experiences, there is a wide variety of outlooks to broaden perspectives.

### Tuscania Sketchbook - Beginning

PDM 184 T

Cr: 3; Contact hrs: 60

In this course students develop basic observation, drawing and watercolor skills in a refreshing way. Students keep a series of sketchbooks and develop finished drawing projects from them. After initial training in fundamental drawing techniques for pencil, pen and other media, the course is dedicated principally to sketching outdoors in the city and environs. Students develop ability in representing a variety of subjects, including the human form, architecture, and landscape. Exploiting the advantages of the site, students explore such themes as historical monuments, street life, and formal gardens. They encounter art of the past, including efforts to sketch the same or similar topics. The course equips students to efficiently capture impressions by drawing in various media at various rates and scales, keeping annotations, ideas, sketches, and analyses of artwork in a journal, and developing personal interests.

Students observe medieval churches, city walls, visit excavation sites, and explore the unspoiled and majestic countryside of Tuscany and neighboring towns.

### Discover Painting: Tuscany through Color and Space

PDM 187 T

Cr: 3; Contact hrs: 90

How is space constructed through the use of color? What is pictorial space? Why is color such an important element in design? What does space do to the content of a painting? How does color contribute to the expression of content? Why and how did the painters of the early Christian era use mosaic? How did they express abstract concepts through the design of space and color? How can spiritual content be achieved through the understanding of space, color, form and material? These are some of the questions that will be addressed in this course, and we will seek answers to them through actual painting experience, using the extraordinarily beautiful setting of Tuscany as a backdrop. Students will be guided and stimulated to engage in visual research work that will give insight to their personal pictorial language. The highlight of the course will consist of a series of visits to early Christian churches in and around Tuscany as sources of inspiration. As a general rule, students will be taken once every other week to a historic location to paint and then complete the project in the home-based studio under the guidance of the instructor.

### Discover Painting: Tuscany through Color and Space (Summer only)

PDM 188 T

Cr: 3; Contact hrs: 60

How is space constructed through the use of color? What is pictorial space? Why is color such an important element in design? What does space do to the content of a painting? How does color contribute to the expression of content? Why and how did the painters of the early Christian era use mosaic? How did they express abstract concepts through the design of space and color? How can spiritual content be achieved through the understanding of space, color, form and material? These are some of the questions that will be addressed in this course, and we will seek answers to them through actual painting experience, using the extraordinarily beautiful setting of Tuscany as a backdrop. Students will be guided and stimulated to engage in visual research work that will give insight to their personal pictorial language. The highlight of the course will consist of a series of visits to early Christian churches in and around Tuscany as sources of inspiration. As a general rule, students will be taken once every other week to a historic location to paint and then complete the project in the home-based studio under the guidance of the instructor.

### Tuscania Oil Painting Workshop

PDM 207 T

Cr: 6; Contact hrs: 90

This special summer course takes place in Central Italy, in an area that includes what was once the land of the ancient and intriguing Etruscan civilization. The ancient cities and towns of Tuscany, Tarquinia, Orvieto, Civita di Bagnoregio, Rome and the Lake Bolsena will be the field locations visited during the course. These visits will include open air painting sessions at specific sights known for their suggestive aesthetic qualities, as well as visits to three of the main Etruscan museums in Italy that will enable students to observe Etruscan art first hand and to sketch on site. The workshop focuses on observation of the landscape as well as on the architectural and historical richness offered by these locations. A great deal of attention will be given to the creative interpretation of nature, architectural details and historical sites. Color theory and line, form and proportions will be studied, all based on observation. Particular emphasis will be given to the interplay of light and color as key elements in a painting's mood. Students will be based at the LdM School in Tuscany and, when not on site, classes will be held here. Tuscany is an ancient Etruscan hilltown nearby the seaside.

## Tuscania Sketchbook - Intermediate

PDM 231 T  
Cr: 3; Contact hrs: 60

This course consists of gathering research in the traditional form of sketching from the museums, streets, and environments of Italy as artists have done for centuries. This includes sketches taking inspiration from sculptures, paintings, architecture, formal gardens and squares, as well as drawing from life in streets and markets, with an in-depth study of foreshortening and perspective. Students will be encouraged to write annotations and observations as well as to investigate their areas of interest. Students gain firsthand knowledge of original works by direct observation in situ, learn drawing and painting skills in a refreshing way, and learn to create sketchbooks that may serve as source material for future projects.

**Prerequisites:** PDM 130 Principles of Drawing and Composition, or equivalent

## Watercolor and Tempera/Gouache

PDM 255 T  
Cr: 3; Contact hrs: 90

This course is a study of two-dimensional watercolor and tempera/gouache media and materials with emphasis on traditional concepts, form and imagery. Transparent and opaque techniques will be analyzed. The course includes studio approaches to painting techniques and pictorial organization as well as creative landscape painting in the open air. Form, value, line, and proportions will be studied as means of determining space, shape, volume, and composition. Various problems will be presented aimed at encouraging individual response and creativity. Emphasis will be put on technical proficiency and creative expression.

**Prerequisites:** PDM 130 Principles of Drawing and Composition, or equivalent

## Intermediate Painting

PDM 270 T  
Cr: 3; Contact hrs: 90

The course is structured for students who have already attended the foundation-level course or have a similar background in painting. It takes students into further studies in oil and will introduce the technique and methods of acrylic painting. Focus is on the nude as well as object painting using a number of different approaches to life painting. Some of the most essential techniques of oil and acrylic painting are covered to provide students with a sound foundation preparing them for more ambitious work. Emphasis is on color mixing, handling of brush strokes, glazing and scumbling, as well as traditional canvas preparation. Reference to the exceptional works of art in the city of Florence will be investigated and analyzed as an integral part of the course. The goal is to provide students with an understanding of the most essential elements in life painting.

**Prerequisites:** PDM 140 Foundation Oil Painting, or equivalent

## PER - Performing Arts

### Expanding Creativity

PER 150 T; Dual listed: PDM 150 T; PHO 150 T  
Cr: 3; Contact hrs: 45

Problem solving in the field of fine arts is coupling inspiration with practical solutions. Viewing the situation with an artistic eye, whether it be in drawing, painting, sculpture, graphic design, music or writing, the creator of the work must discover how to "put the line where he/she wants it to go," using his/her talents to realize in a tangible form what he/she envisions in his/her imagination. The primary goal of this class will be for students to learn to express their true selves while transforming media in an artistic and mindful way. Students will learn to expand their thinking into areas of art other than their present chosen media. Since the class is made up of students from various artistic experiences, there is a wide variety of outlooks to broaden perspectives.

## Introduction to Acting

PER 205 T; Dual listed: MCT 205 T  
Cr: 3; Contact hrs: 60

This course develops the skills and individual creative potential of students in expressing themselves in a theatrical context before an audience. Students learn the capacity to connect to the imaginary life of a character, and a series of techniques to act effectively in public. Course activities include a range of exercises, script analysis, and a performance in a public space (not necessarily a theatre). The course starts with observation and the relaxation of muscular tension, and goes on to the creation of a bridge between body and imagination, activating the senses through a series of improvisations. In analyzing the script, students learn to understand the meaning of "actions" and to find the script's super-objective. Students will perform a specially selected "dramatic" story, which may be comedic, and which is either an adaptation of a published contemporary play, or else an original piece developed as a series of improvisations from on a novel or short story, under the teacher/director's guidance.

## Body Language and Communication Techniques

PER 212 T; Dual listed: COM 212 T  
Cr: 3; Contact hrs: 45

This course teaches students to use the body to achieve greater professional and social success by increasing the relational and communication capacities of every student, preparing them to enter the working world. The training is aimed at acquiring transversal expertise linked to communication, verbal and non verbal, working in groups, motivation, and body language control. The "learning by doing" methodology is very practical and involves the student in a pro-active way, through exercises and improvisation, testing individual attitudes and personal capacities. Neutral mask and participative and creative techniques will be employed, from a theatrical approach to non verbal communication, team building, self-presentation, body language exercises, movement, and motivation, guiding each student to discover his or her strengths, and to better identify the working path coherent with individual expectations and capacities.

## PHO - Photography

### Introduction to Digital Photography

PHO 130 T  
Cr: 3; Contact hrs: 90

The course provides a basic approach to how the photographic digital camera works. Students gain a broad knowledge of the history of photography and an appreciation of aesthetic concerns that enable them to express themselves in a more cohesive and creative manner. Basic classic photography skills including an understanding of focal length, aperture, shutter speed, composition, and quality of light are integrated with techniques specific to digital capture and the manipulation of images in Photoshop. Photoshop software is used to process and print photographic imagery. During the semester specific assignments help students to learn all basic digital techniques. In the course students acquire confidence in knowing how to use their camera well, increased technical control of the medium, and a more critical eye.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens. This course is 100% digital: no darkroom and film techniques foreseen in Tuscania.

### Introduction to Digital Photography (Summer only)

PHO 131 T  
Cr: 3; Contact hrs: 60

The course provides a basic approach to how the photographic digital camera works. Students gain a broad knowledge of the history of photography and an appreciation of aesthetic concerns that enable them to express themselves in a more cohesive and creative manner. Basic classic photography skills including an understanding of focal length, aperture, shutter

speed, composition, and quality of light are integrated with techniques specific to digital capture and the manipulation of images in Photoshop. Photoshop software is used to process and print photographic imagery. During the semester specific assignments help students to learn all basic digital techniques. In the course students acquire confidence in knowing how to use their camera well, increased technical control of the medium, and a more critical eye.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens. This course is 100% digital: no darkroom and film techniques foreseen in Tuscania.

### Expanding Creativity

PHO 150 T; Dual listed: PDM 150 T; PER 150 T  
Cr: 3; Contact hrs: 45

Problem solving in the field of fine arts is coupling inspiration with practical solutions. Viewing the situation with an artistic eye, whether it be in drawing, painting, sculpture, graphic design, music or writing, the creator of the work must discover how to “put the line where he/she wants it to go,” using his/her talents to realize in a tangible form what he/she envisions in his/her imagination. The primary goal of this class will be for students to learn to express their true selves while transforming media in an artistic and mindful way. Students will learn to expand their thinking into areas of art other than their present chosen media. Since the class is made up of students from various artistic experiences, there is a wide variety of outlooks to broaden perspectives.

### Intermediate Digital Photography

PHO 230 T  
Cr: 3; Contact hrs: 90

This course consists of a series of workshops in which students learn how to master professional photography techniques. Students gain knowledge of the advanced artistic and commercial techniques in the field. The course is arranged as a series of lectures and practice sessions about these topics: digital photo theory (color spaces, color profiles, RAW), optimization of the shot (advanced white balance settings, bracketing, advanced exposure technique, advanced focus settings), and professional post-production. The latter involves the workflow from the original RAW to Photoshop activity, a non-destructive adjustment method, techniques to manage noise and sharpness with external plug-ins, methods of managing the white balance, the professional HDR workflow, the professional B&W workflow, and the workflow to prepare for the final utilization of the image for the web, for publishing, or for large-format printing. Assignments reflect in part individual student interests. Class activities include field trip and studio sessions to develop the projects.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens. This course is 100% digital: no darkroom and film techniques are foreseen at Tuscania.

**Prerequisites:** PHO 120 Introduction to Classic Photography or PHO 130 Introduction to Digital Photography, or equivalent

### Intermediate Digital Photography (Summer only)

PHO 231 T  
Cr: 3; Contact hrs: 60

This course consists of a series of workshops in which students learn how to master professional photography techniques. Students gain knowledge of the advanced artistic and commercial techniques in the field. The course is arranged as a series of lectures and practice sessions about these topics: digital photo theory (color spaces, color profiles, RAW), optimization of the shot (advanced white balance settings, bracketing, advanced exposure technique, advanced focus settings), and professional post-production. The latter involves the workflow from the original RAW to Photoshop activity, a non-destructive adjustment method, techniques to manage noise and sharpness with external plug-ins, methods of managing the white balance, the professional HDR workflow, the professional B&W workflow, and the workflow to prepare for the final utilization of the image for the web, for publishing, or for large-format printing. Assignments reflect in part individual

student interests. Class activities include field trip and studio sessions to develop the projects.

**Note:** each student must be equipped with a SLR digital camera with manual function and with at least one lens. This course is 100% digital: no darkroom and film techniques are foreseen at Tuscania.

**Prerequisites:** PHO 120 Introduction to Classic Photography or PHO 130 Introduction to Digital Photography, or equivalent

### Landscape and Architecture Photography (Summer only)

PHO 246 T  
Cr: 3; Contact hrs: 60

This course, focusing on the architectural and landscape aspects of this art medium, is divided into field practice outdoor/indoor shooting, and digital lab session. Under the instructor's guidance, including analysis of modern and contemporary work, students learn how to select interesting subjects, and how to exercise good technical and compositional control. Lab practice provides students with the opportunity to learn to develop and print pictures correctly and to learn selected Photoshop techniques specific to Architecture and Landscape photography.

**Prerequisites:** PHO 120 Introduction to Classic Photography or PHO 130 Introduction to Digital Photography, or equivalent

## 9. LdM STAFF LIST

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