Liberal Arts and Social Sciences | Italian Language and Culture
Creative Arts | Design | Nutrition, Italian Gastronomy and Culture
Sciences | Agriculture

Istituto Lorenzo de’ Medici
The Italian International Institute
Florence / Rome / Tuscania

2019 / 2020

- Over 45 years in International Higher Education from 1973 -
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ISTITUTO LORENZO DE’ MEDICI IS A GREAT INSTITUTION THAT BALANCES THE MARVELS OF STUDYING IN A FOREIGN COUNTRY WITH CHALLENGING, INTERESTING ACADEMIC CLASSES THAT MERGE WHAT WE LEARN IN THE CLASSROOM WITH THE EDUCATION OF OUR SURROUNDINGS

- Ismaelle P. - LdM Florence
1.1 OUR MISSION

Istituto Lorenzo de’ Medici is committed to delivering a high-quality international learning experience through which students advance along their 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.
1.2

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 100 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.

Core Values
1.3 // Introduction

ISTITUTO
Lorenzo de’ Medici

SMALL CLASS SIZE AND CLOSE INTERACTION WITH FACULTY ENHANCE STUDENT’S PERFORMANCE AND ACCLIMATION.
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 international institutions for higher education.

After many years of success in Florence, LdM 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. At the same time, students attending LdM courses can also gain credit towards their US degrees.

In the Academic Year 2019-2020 Istituto Lorenzo de’ Medici launches the new School of Nutrition, Italian Gastronomy and Culture, offering courses inspired by the generous Italian culinary tradition. Understanding food as a main cultural and artistic expression in which scientific rigor meets creativity and inspiration, the new LdM School also addresses the nutritional aspect of culinary arts.

LdM has a faculty of more than 200 dedicated and qualified instructors from Italy and all over the world.

The Institute offers almost 600 different courses in Arts and Humanities, Design, Social Sciences and Communications, Psychology, International Business and Political Science, Studio and Performing Arts, Nutrition and Culinary Arts, Agriculture, Sciences, 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 through 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, Restoration and Conservation Studio Arts, Performing Arts, and allied subjects. LdM’s fully equipped facilities and cutting-edge methods enable students to enjoy hands-on 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.” LdM Rome has recently inaugurated a collaboration with the University of Roma Tre for the STEM Program.

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 present their own fashion shows, while Art, Photography, Graphic and Interior Design students work on professional projects. A recent addition to the Florence Campus, Cucina Lorenzo de’ Medici is 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 learn firsthand how to observe, smell, taste, and appreciate the value and history of the products.

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

With more than 45 years of experience in international higher education, LdM has developed a strong identity and tradition which are represented in its mission and in the lives of LdM students across generations.

Since 1973

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LIBERAL ARTS AND SOCIAL SCIENCES // ITALIAN LANGUAGE AND CULTURE // CREATIVE ARTS // DESIGN // NUTRITION, ITALIAN GASTRONOMY AND CULTURE // SCIENCES // AGRICULTURE
1.4

STUDIES AND PROGRAMS

LdM offers a large range of 3-credit courses during the semesters, one month sessions in June and July, a four-week science program in summer, 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.
EVERYDAY I HAD THE CHANCE TO LIVE IN A NEW DIFFERENT WAY, TO CHALLENGE MY OLD WAYS OF THINKING AND LIVING, AND GIVE MYSELF THE CHANCE OF EXPANDING MY HORIZONS

- Susana H. (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 history and fine arts, 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. Florence 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.

Six Schools and thirty-four 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 gain all the practical and conceptual skills necessary to integrate a perfect command of visual language with imagination and technology.
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.

Recently Istituto Lorenzo de’ Medici started a fruitful partnership with Fondazione Franco Zeffirelli - International Center for the Arts and Entertainment, located right in the heart of the historical city center of Florence. The Center, supported by the Maestro himself, aims to make the artistic and cultural heritage of a seventy-year career available to both the city of Florence, Zeffirelli’s birthplace, and internationally, to future generations. The Fondazione Zeffirelli’s archives include his film productions, as well as his works of drama, opera, and ballet, and offer an exclusive opportunity to LdM students to embark on an artistic journey. In his long career, Zeffirelli has not only worked as a theatre and film director but also as a set and costume designer, professions where imaginative freedom, thorough studies and deep attention to detail are essential to the creative process. A great Italian cinema master, Zeffirelli is known world-wide for masterpieces like the academy award–nominated Romeo and Juliet, The Taming of the Shrew with Elizabeth Taylor and Richard Burton, and many other masterpieces, as well as for having directed other acclaimed international artists, including Maggie Smith, Cher, Judi Dench, Fanny Ardant, Jeremy Irons, and the great opera-singer Maria Callas. For the Academic Year 2019-2020 the LdM-Fondazione Franco Zeffirelli partnership has expanded, resulting in new interdisciplinary courses offered at LdM Florence in the fields of the Performing Arts, Literature, Art History, Media Arts and Studies and more. For example students will have the opportunity to approach masterpieces of World Literature such as Romeo and Juliet or The Divine Comedy from an interdisciplinary perspective, discovering how they have been interpreted in different mediums, inspiring renderings coming from various fields, such as movies, figurative arts, music, and more. Inspired by Zeffirelli’s interdisciplinary and multifaceted career, students will delve into the magic of visual and performing arts, exploring from a privileged point of view the diverse professional paths originating from them.

Experimentation and dialogue within interdisciplinary forms of art is also the main goal of the LdM Gallery, a new project of the Istituto Lorenzo de’ Medici, and a space where academic research and artistic practice meet within a professional setting. Encouraging the development of creativity and sophistication within the student body, and generating an open exchange between students and the public, the LdM Gallery fosters opportunities for students to experience the reality of the art world beyond an institutional setting and gain professional experience through their artwork.

LdM Florence is located in fourteen campus buildings (totaling 5,600 square meters, 700 of which are devoted to classrooms) 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 Restoration Department were fully involved in the restoration of the church interior.
ROME

“For someone who had never lived further than a few hours from home, LdM Rome provided a powerful adventure with the security of a comfortable, safe and structured learning environment.”

-Sarah F. (Rome)

The LdM Rome site offers an academically and culturally rich program for serious and motivated students seeking personalized study. Its mission is to provide students with a high quality academic experience that will open their minds to new ways of thinking through their exposure to Rome.

LdM premises in Rome are an intimate academic setting that counterbalances the vibrant life of the Italian capital city. Students benefit from particularly small class sizes and are individually assisted during their entire stay; orientations, curricular and extracurricular 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.

LdM created the Rome program as a conscious decision to participate in the life, politics, and educational traditions that have made Rome the wellhead of Western culture for millennia. The experience of 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 make it an ideal place to study. Eight million residents create 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. While the program reflects the high standards established in LdM Florence, it connects to the special resources of Rome – using the city as a classroom and inviting visits and lectures from guest speakers. LdM Rome students can choose from a variety of courses, with a particular emphasis on areas such as Sciences, Ancient and Religious Studies, Art History, International Business, Media Arts and Studies, Psychology, Literature, and Italian Language. The LdM STEM Program, in particular, offers courses in Biological Sciences, Neuroscience, Chemistry, Mathematics, Engineering, Health Sciences and Environmental Sciences.

The Institute also gives students the opportunity to participate in a wide array of extra-curricular activities designed to expose them to Italian culture on a deeper level, and offers internships that enhance their learning in the classroom.
ONE OF MY BIGGEST REGRETS IN LIFE IS NOT STUDYING ABROAD HERE LONGER. IF I COULD BE AN ADVOCATE FOR ANYTHING IN LIFE, IT COULD BE FOR LdM TUSCANIA

-Hannah B. (Tuscania)

The LdM program at Tuscania is based on a full immersion concept that differs in emphasis from the Florence or Rome centers. 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 natural aspects 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 agricultural sciences and culinary arts highlight Tuscania’s connection to the natural cycles and traditions of the region and its territory.

The LdM School of Agriculture in Tuscania gives students the opportunity to discover innovative ways of utilizing and reinterpreting traditional agricultural activities, while understanding the multifunctionality of the agricultural sector and exploring the links between agriculture, economy, social work and other disciplines. The didactic offering also embraces the aspects of economic principles and their application to the agricultural sector and to the management of natural resources such as forests.
Opening the journey of LdM Three Cities’ students, a new course on environmental awareness and eco-tourism reflects upon new ways of sustainable tourism that rely on the preservation of natural heritage.

LdM Tuscania stands in a historic hill town in the region of 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 town has a lot to offer in terms of historical, cultural and artistic heritage, as well as from a naturalistic point of view; Tuscania is strategically positioned for visits to the beach, to volcanic lakes and hot springs, and to the nearby towns of Viterbo and Tarquinia. The countryside around Tuscania forms part of a nationally protected nature reserve, with an ancient Etruscan site just outside the town: 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. The town offers its visitors exclusive scenes: little squares, ancient churches, alleys, and beautiful 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 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 into 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 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.
VENICE

“IT WAS SUCH A UNIQUE EXPERIENCE TO DRAW INSPIRATION DIRECTLY FROM THE VENICE BIENNALE, ONE OF THE MOST IMPORTANT ART FAIRS IN THE WORLD

- Alexander S.

LdM gives students the opportunity to immerse themselves in one of the most important exhibitions in the world for contemporary art, the Venice Biennale.
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.

Drawing inspiration from the city of Venice and the works of renowned and up-and-coming global artists featured at the Biennale, students gain real-world knowledge of the international art scene.
Istituto Lorenzo de’ Medici (LdM) is registered and authorized in Italy by the Ministry of Education, (December 2, 1989).

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, by the Icelandic Student Loan Fund (LIN), and it has been awarded the European quality certification ISO 9001:2015 by EQA (European Quality Assurance).

The LdM campuses in Florence, Tuscania and Rome are approved by the U.S. Department of Veterans Affairs.

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**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 Tuscania
- ACTAS (Associazione Culturale Turismo Arte e Spettacolo di Tuscania)
- CAMNES (Center for Ancient Mediterranean and Near Eastern Studies)
- Festival d’Europa
- Florens 2010
- Fondazione Franco Zeffirelli - The Franco Zeffirelli International Center for the Arts and Entertainment
- Fondazione Palazzo Strozzi (Florence)
- Galleria Russo (Rome)

- American Association for Italian Studies (AAIS)
- American Association of Teachers of Italian (AATTI)
- American Council on the Teaching of Foreign Languages (ACTFL)
- Association of International Education Administrators (AIEA)
- Brazilian Association for International Education (FAUBAI)
- Council of Higher Education Accreditation (CHEA)
- Eduitalia Consortium (EDUITALIA)
- European Association For International Education (EAIE)
- European League of Institutes of the Arts (ELIA)
- Forum on Education Abroad
- International Association of Language Centres (IALC)
- Modern Language Association (MLA)
- NAFSA: Association of International Educators (NAFSA)
- The National Society of High School Scholars (NSHSS)

- Istituto Comprensivo Statale Ildovaldo Ridolfi, Tuscania
- Istituto Venezia
- Italian Institute for Asia and the Mediterranean (ISIAMED)
- Kathmandu University (Nepal)
- Mayor University (Santiago)
- National Archaeological Museums of Lazio
- Pablo Neruda Museum (Santiago)
- Paesaggi di Suoni” Tuscania
- Rapa Nui National Park, Easter Island
- Salvator Mundi International Hospital (Rome)
- Soprintendenza ai Beni Architettonici del Lazio
- Teatro Comunale “Il Rivellino Veriano Lucchetti”, Tuscania
- Teatro Pocci Tuscania – Associazione Culturale Tuscania D’Arte
- Unip University (Brazil)
- University of Florence
- University of Roma Tre

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), the Roman Catholic Archdiocese of Calcutta (India), and the Diocese of Meerut/Dehradun (India).
AFFILIATES AND COLLABORATIONS

Academic Programs International (API)
Adelphi University
Appalachian State University
Ashland University
Athena Study Abroad
Beirut Arab University (Lebanon)
Belmont Abbey College
Bentley University
Berry College
Bethany Lutheran College
Binghamton University
Broome Community College (SUNY)
California State University, Long Beach
Canisius College
Carnegie Mellon University
Catholic University of Daegu (South Korea)
Central Connecticut State University
CETT, Universitat de Barcelona
Champlain College
Clemson University
College Consortium for International Studies (CCIS)
College for Creative Studies
College of New Caledonia
College of Staten Island of The City University of New York
Columbia College Chicago
Columbus College of Art & Design
Concordia College
Concordia University of Edmonton (Canada)
Eastern Illinois University
Escuela de Artes Aplicadas (Chile)
Escuela de Conservación y Restauración de Occidente (Mexico)
Felician University
Florida Southwestern State College
Framingham State University
Geneva College
Grand View University
Grove City College
Gustavus Adolphus College
High Point University
International Fashion Academy, IFA Paris (France)
Illinois State University
Institut Catholique de Paris (France)
Instituto de Estudios Superiores de Tamaulipas - (Mexico)
Instituto Tecnológico y de Estudios Superiores de Monterrey - ITESM (Mexico)
International Institute of Fashion Technology (India)
Iowa State University
Jacksonville University
John Jay College of Criminal Justice (CUNY)
Kansas State University
Keene State College
Kyonggi University (South Korea)
Longwood University
Marist College
Marymount University
Miami Dade College
Molloy College
Monmouth University
Moravian College
Murray State University
North Carolina State University
Northeastern University
Pace University
Palm Beach Atlantic University
Rowan University
School of the Art Institute of Chicago
School of Fashion Technology – Pune (India)
Select Study Abroad
Sookmyung Women’s University (South Korea)
St. Lawrence University
Stevenson University
Suffolk University
Tarleton State University
Texas Christian University
Texas Tech University
Towson University
Toyo Eiwa University (Japan)
UniEVANGÉLICA (Brazil)
Universidad Anáhuac Mayab (Mexico)
Universidad Anáhuac México (Mexico)
Universidad Anáhuac Puebla (Mexico)
Universidad Anáhuac Querétaro (Mexico)
Universidad Autónoma de Sinaloa (Mexico)
Universidad de Monterrey – UDEM (Mexico)
Universidad de la Salle, Bajío (Mexico)
Universidad Mayor (Chile)
Universidad Popular Autónoma del Estado de Puebla – UPAEP (Mexico)
Universidad Tecmilienio (Mexico)
Universidade Cruzeiro do Sul (Brazil)
Universidade de Ribeirão Preto - UNAERP (Brazil)
University at Buffalo
University of Alabama
University of Hawai’i at Mānoa
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of North Carolina at Chapel Hill
University of North Carolina at Greensboro
University of Tennessee, Knoxville
University of the Pacific
University of Wisconsin - Eau Claire
University of Wisconsin - Oshkosh
University of Wisconsin - Stout
University of Wyoming
Wells College
Western Carolina University
Western Kentucky University
Winthrop University
Since 2010, Istituto Lorenzo de’ Medici has been developing a distinctive collaboration with the Center for Ancient Mediterranean and Near Eastern Studies (CAMNES). CAMNES’ activities include professional and interdisciplinary education, conferences, symposia, publications, exhibits and public archaeology initiatives. The chief goal of this study center is to bridge international research and education in archaeology and ancient studies, in order to promote the discovery of our roots for a better understanding of our time.

CAMNES oversees the courses of LdM’s Departments of Ancient Studies (ANC) and of the new Department of Religious Studies (REL). The main objective of this collaboration is to create an educational and research environment where students learn about the common roots of our ancient past and how these affect the dynamics of contemporary society and everyday life. Particular attention is also given to the investigation of religion in ancient and modern communities, with a particular interest in the Mediterranean region.

The CAMNES scientific committee comprises outstanding academic scholars and scientists 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 publishers in the field. For example, CAMNES, together with the University of Florence and the support of LdM, organized 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, with the Italian Ministry of Culture and Tourism and the University of Florence, organized the 11th International Congress of Egyptologists with the participation of over 700 delegates from all around the world. The proceedings of the Congress have been published in 2017 by Archaeopress. In 2018 an International Workshop, organized by CAMNES with the collaboration of CNRS and the University of Lyon 2, explored the meaning of the kurgan burial mounds, along with the funerary customs of Caucasus, northwestern Iran and eastern Anatolia.

Finally, CAMNES has just finished the co-organization with the University of Florence of the 14th ICHAJ, the International Conference on the History and Archaeology of Jordan, the most important event for Jordan's cultural heritage. CAMNES is also a research center, developing archaeological projects in Italy (Tuscania, Accesa) as in other countries (Egypt, Azerbaijan and Iraq).

In this framework, CAMNES and LdM have created an archaeological Field School where students learn and actively participate in a professional archeological setting. Excavations are carried out at the necropolis (city of the dead) in Tuscania (Viterbo), which has recently become an Archaeological Park open to the public. The LdM-CAMNES collaboration shows the commitment of the Istituto Lorenzo de’ Medici to the understanding and enhancement of our past through our archaeological heritage.

For further info: see the LdM-CAMNES brochure & visit: camnes.org
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. Students participating in science courses in Rome are required to have a minimum 3.0 cumulative GPA. LdM requires students to have upheld good academic and disciplinary standing. Students must be in a good medical/psychological condition to succeed in the program. Students whose first language is not English must provide proof of English proficiency in accordance with LdM’s specifications. Students must obtain the approval for their courses before submitting their course selection. Students are responsible for ensuring that both first choices and alternatives will grant them credits. 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. LdM encourages students to consider course load and exam scheduling when making registration decisions.

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 and accompanied by a strong academic reason. Students must make responsible decisions about their courses (both first choices and alternatives). 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 short terms and during the second semester for academic year students. 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 Performing Arts, 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 Science, 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

<table>
<thead>
<tr>
<th>Regular Semesters and January Intersemester</th>
<th>Fall Semester 2019</th>
<th>Spring Semester 2020</th>
<th>January Intersemester 2020</th>
<th>Summer Session I 2020</th>
<th>Summer Session II 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 / 2021</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### 2.4 Academic Calendar

#### FALL SEMESTER 2019

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>August 27</td>
<td>Students arrive / Housing check-in</td>
</tr>
<tr>
<td>Wednesday</td>
<td>August 28</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Thursday</td>
<td>August 29</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Friday</td>
<td>August 30</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Monday</td>
<td>September 2</td>
<td>Semester starts</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>September 2-6</td>
<td>Final Registration - Last day to add/drop a course with no record</td>
</tr>
<tr>
<td>Friday</td>
<td>October 11</td>
<td>Reading Day (reserved for make-up only in case of exceptional circumstances)</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>October 14-18</td>
<td>Mid-term Exams</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>October 21-25</td>
<td>Fall Break</td>
</tr>
<tr>
<td>Monday</td>
<td>October 28</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Friday</td>
<td>November 1</td>
<td>Public Holiday: All Saints’ Day (Make-up planned by course department)</td>
</tr>
<tr>
<td>Monday</td>
<td>November 4</td>
<td>Last day to withdraw from a course with a W grade</td>
</tr>
<tr>
<td>Friday</td>
<td>December 6</td>
<td>Last day to withdraw from a course with a W/F grade/Reading Day (reserved for make-up only in case of exceptional circumstances)</td>
</tr>
<tr>
<td>Sunday</td>
<td>December 8</td>
<td>Public Holiday: Feast of the Immaculate Conception</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>December 9-13</td>
<td>Final Exams</td>
</tr>
<tr>
<td>Friday</td>
<td>December 13</td>
<td>Semester ends</td>
</tr>
<tr>
<td>Saturday</td>
<td>December 14</td>
<td>Deadline for Housing check-out</td>
</tr>
</tbody>
</table>

#### JANUARY INTERSESSION 2020

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>January 2</td>
<td>Students arrive / Housing check-in</td>
</tr>
<tr>
<td>Friday</td>
<td>January 3</td>
<td>Classes Start / Mandatory: Orientation</td>
</tr>
<tr>
<td>Monday</td>
<td>January 6</td>
<td>Public Holiday: Epiphany</td>
</tr>
<tr>
<td>Tuesday</td>
<td>January 7</td>
<td>Add-Drop deadline / Final registration</td>
</tr>
<tr>
<td>Tuesday</td>
<td>January 21</td>
<td>Classes end</td>
</tr>
<tr>
<td>Wednesday</td>
<td>January 22</td>
<td>Deadline for Housing check-out</td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER 2020

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>January 28</td>
<td>Students arrive / Housing check-in</td>
</tr>
<tr>
<td>Wednesday</td>
<td>January 29</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Thursday</td>
<td>January 30</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Friday</td>
<td>January 31</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Monday</td>
<td>February 3</td>
<td>Semester starts</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>February 3-7</td>
<td>Add-Drop week</td>
</tr>
<tr>
<td>Friday</td>
<td>February 7</td>
<td>Final Registration - Last day to add/drop a course with no record</td>
</tr>
<tr>
<td>Friday</td>
<td>March 13</td>
<td>Reading Day (reserved for make-up only in case of exceptional circumstances)</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>March 16-20</td>
<td>Mid-term Exams</td>
</tr>
<tr>
<td>Monday</td>
<td>March 30</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Friday</td>
<td>April 3</td>
<td>Last day to withdraw from a course with a W grade</td>
</tr>
<tr>
<td>Sunday</td>
<td>April 12</td>
<td>Public Holiday: Easter</td>
</tr>
<tr>
<td>Monday</td>
<td>April 13</td>
<td>Public Holiday Easter Monday (Make-up Day: Friday, April 17)</td>
</tr>
<tr>
<td>Friday</td>
<td>April 17</td>
<td>Make-up Day for April 13 classes</td>
</tr>
<tr>
<td>Saturday</td>
<td>April 25</td>
<td>Public Holiday: Liberation Day</td>
</tr>
<tr>
<td>Friday</td>
<td>May 1</td>
<td>Public Holiday: Labor Day (Make-up day: TBC by course department)</td>
</tr>
<tr>
<td>Friday</td>
<td>May 8</td>
<td>Last day to withdraw from a course with a W/F grade/Reading Day (reserved for make-up only in case of exceptional circumstances)</td>
</tr>
<tr>
<td>Saturday</td>
<td>May 9</td>
<td>End-of-Semester Event</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>May 11-15</td>
<td>Final Exams</td>
</tr>
<tr>
<td>Friday</td>
<td>May 15</td>
<td>Semester ends</td>
</tr>
<tr>
<td>Saturday</td>
<td>May 16</td>
<td>Deadline for Housing check-out</td>
</tr>
</tbody>
</table>
### SUMMER TERMS

#### SUMMER SESSION I 2020

<table>
<thead>
<tr>
<th>Day</th>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>May 28</td>
<td>Students arrive / Housing check-in</td>
</tr>
<tr>
<td>Friday</td>
<td>May 29</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Monday</td>
<td>June 1</td>
<td>Classes start</td>
</tr>
<tr>
<td>Tuesday</td>
<td>June 2</td>
<td>Public Holiday: Founding of the Italian Republic</td>
</tr>
<tr>
<td>Wednesday</td>
<td>June 3</td>
<td>Add-Drop deadline / Final Registration</td>
</tr>
<tr>
<td>Friday</td>
<td>June 19</td>
<td>Make-Up Day for June 24 classes (Florence program only)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>June 24</td>
<td>Local Holiday: Florence: St. John the Baptist Day (Florence program only)</td>
</tr>
<tr>
<td>Thursday</td>
<td>June 25</td>
<td>Classes end</td>
</tr>
<tr>
<td>Friday</td>
<td>June 26</td>
<td>Deadline for Housing check-out</td>
</tr>
</tbody>
</table>

#### SUMMER BREAK JUNE 29 - JULY 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>July 2</td>
<td>Students arrive / Housing check-in</td>
</tr>
<tr>
<td>Friday</td>
<td>July 3</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Monday</td>
<td>July 6</td>
<td>Classes start</td>
</tr>
<tr>
<td>Tuesday</td>
<td>July 7</td>
<td>Add-Drop deadline / Final Registration</td>
</tr>
<tr>
<td>Wednesday</td>
<td>July 29</td>
<td>Classes end</td>
</tr>
<tr>
<td>Thursday</td>
<td>July 30</td>
<td>Deadline for Housing check-out</td>
</tr>
</tbody>
</table>

### THREE CITIES PROGRAM FALL 2019 / SPRING 2020

#### FALL SEMESTER 2019

<table>
<thead>
<tr>
<th>City</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUSCANIA</td>
<td>Aug 27</td>
<td>Students arrive in Tuscany / Housing check-in</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Aug 28</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Aug 29</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Thursday</td>
<td>Aug 30</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Monday</td>
<td>Sep 2</td>
<td>Classes start</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sep 25</td>
<td>Classes end</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sep 26</td>
<td>Housing check-out / Transfer to Rome</td>
</tr>
<tr>
<td>Rome</td>
<td>Oct 26</td>
<td>Mandatory: Housing check-in / Orientation</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sep 30</td>
<td>Classes start</td>
</tr>
<tr>
<td>Monday</td>
<td>Oct 23</td>
<td>Classes end</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Oct 24</td>
<td>Housing check-out / Transfer to Florence</td>
</tr>
<tr>
<td>Florence</td>
<td>Oct 24</td>
<td>Mandatory: Housing check-in / Orientation</td>
</tr>
<tr>
<td>Thursday</td>
<td>Oct 28</td>
<td>Break</td>
</tr>
<tr>
<td>Monday</td>
<td>Nov 1</td>
<td>Public Holiday: All Saints' Day</td>
</tr>
<tr>
<td>Friday</td>
<td>Nov 4</td>
<td>Classes start</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Nov 27</td>
<td>Classes end</td>
</tr>
<tr>
<td>Thursday</td>
<td>Nov 28</td>
<td>Housing check-out / Departure</td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER 2020

<table>
<thead>
<tr>
<th>City</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUSCANIA</td>
<td>Jan 28</td>
<td>Students arrive in Tuscany / Housing check-in</td>
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<tr>
<td>Tuesday</td>
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</tr>
<tr>
<td>Wednesday</td>
<td>Jan 30</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Thursday</td>
<td>Jan 31</td>
<td>Mandatory: Orientation</td>
</tr>
<tr>
<td>Monday</td>
<td>Feb 3</td>
<td>Classes start (Monday to Thursday)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Feb 26</td>
<td>Classes end</td>
</tr>
<tr>
<td>Thursday</td>
<td>Feb 27</td>
<td>Housing check-out / Transfer to Rome</td>
</tr>
<tr>
<td>Rome</td>
<td>Feb 27</td>
<td>Mandatory: Housing check-in / Orientation</td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar 2</td>
<td>Classes start (Monday to Thursday)</td>
</tr>
<tr>
<td>Monday</td>
<td>Mar 25</td>
<td>Classes end</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Mar 26</td>
<td>Housing check-out / Transfer to Florence</td>
</tr>
<tr>
<td>Florence</td>
<td>Mar 26</td>
<td>Mandatory: Housing check-in / Orientation</td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar 30</td>
<td>Break</td>
</tr>
<tr>
<td>Monday</td>
<td>Apr 6</td>
<td>Classes start (Monday to Thursday)</td>
</tr>
<tr>
<td>Sunday</td>
<td>Apr 12</td>
<td>Public Holiday: Easter</td>
</tr>
<tr>
<td>Monday</td>
<td>Apr 13</td>
<td>Public Holiday: Easter Monday</td>
</tr>
<tr>
<td>Saturday</td>
<td>Apr 25</td>
<td>Public Holiday: Liberation Day</td>
</tr>
<tr>
<td>Thursday</td>
<td>Apr 30</td>
<td>Classes end</td>
</tr>
<tr>
<td>Friday</td>
<td>May 1</td>
<td>Housing check-out / Departure</td>
</tr>
</tbody>
</table>
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.

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 can be arranged: Italian language tutoring, administration of exams in separate classrooms, and extra time for completion of exams. In order to receive any accommodation, it is essential that the student submits a formal request by email to the LdM Dean of Students at the start of the term.

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

Istituto 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 behavior.

In order to maintain an atmosphere that nurtures this potential, Lorenzo de’ Medici has established Rules of Conduct consistent with its mission 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 behavior both on and off campus (e.g., in the city, bars, clubs and other meeting places), and also include behavior in all LdM activities (e.g., LdM clubs, volunteer activities, etc.). These Rules apply also to students’ behavior 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 field trips (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.
• 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 behavior 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, probation, 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 Istituto Lorenzo de’ Medici rules as well as Italian laws. Violators are subject to both disciplinary action by Istituto 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 behavior are serious offences that are considered detrimental to students and to the name of the Institute. Students engaging in such behavior are subject to disciplinary action by Lorenzo de’ Medici and potential prosecution by Italian authorities.

5 / ACADEMIC DISHONESTY (Cheating & 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. Incidents 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.


c) In the event of an 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, home institution, and relevant law enforcement agencies regarding all information relating to the incident.

d) By signing the LdM Rules of Conduct, the student authorizes the Institute to provide information to the student’s parents, legal guardian(s), educational program, and/or home institution in cases of serious violation or incident, including but not limited to severe illness/injury, mental health concern, criminal activity, sexual harassment, and/or sexual assault.

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 counseling 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 a designated representative 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. However, it is the students’ responsibility to know if their home institutions require enrollment for more than 12 credits or 3 credits respectively. Furthermore, students relying on financial aid are strongly encouraged to maintain a standard 15 credit minimum during the semester and a 6 credit minimum during short terms. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>W/F</td>
<td>Late Withdrawal</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
</tbody>
</table>

“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., travel plans, family matters, etc.) will absences be excused.
• Make-up classes, also during reading days where necessary, 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 local public holidays.

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, 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, 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 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.

### ABSENCES AND GRADES

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>ABSENCE POLICY</th>
<th>FINAL GRADE LOWERED</th>
<th>FINAL GRADE = “F”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ITALIAN LANGUAGE / ITALIAN LANGUAGE AND CULTURE COURSES (ITL / ITC)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/4-hour courses meeting once or twice a week</td>
<td>3 absences</td>
<td>4 or more absences</td>
<td></td>
</tr>
<tr>
<td>6-hour courses</td>
<td>4 absences</td>
<td>5 or more absences</td>
<td></td>
</tr>
<tr>
<td><strong>DANCE COURSES AND MATH COURSE IN FLORENCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance and Math courses</td>
<td>3 absences</td>
<td>4 or more absences</td>
<td></td>
</tr>
<tr>
<td><strong>ALL OTHER COURSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses meeting once a week</td>
<td>3 absences</td>
<td>4 or more absences</td>
<td></td>
</tr>
<tr>
<td>Courses meeting twice a week</td>
<td>4 absences</td>
<td>5 or more absences</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE COURSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture twice a week</td>
<td>2 absences = one full letter penalty</td>
<td>3 or more absences</td>
<td></td>
</tr>
<tr>
<td>Lecture once a week</td>
<td>1 absence = one full letter penalty</td>
<td>2 or more absences</td>
<td></td>
</tr>
<tr>
<td>Lab portion (course specific)</td>
<td>1 absence = see course syllabus</td>
<td>2 or more absences</td>
<td></td>
</tr>
<tr>
<td><strong>SUMMER SESSION COURSES / THREE CITIES COURSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science courses</td>
<td>1 absence</td>
<td>2 or more absences</td>
<td></td>
</tr>
<tr>
<td>All other courses</td>
<td>3 absences</td>
<td>4 or more absences</td>
<td></td>
</tr>
<tr>
<td><strong>JANUARY INTERSESSION COURSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian language courses</td>
<td>3 absences</td>
<td>4 or more absences</td>
<td></td>
</tr>
<tr>
<td>All other courses</td>
<td>2 absences</td>
<td>3 or more absences</td>
<td></td>
</tr>
</tbody>
</table>

**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.
Students attending LdM have various housing options and LdM offers a free service to help them find accommodations at each of its sites. Students generally live in shared apartments with other students or they can choose to live with a local Italian host in homestays.

The apartment option is suitable for those who would like to live independently. Apartments in Italy, especially in the historic centers, are situated in antique buildings. LdM apartments are most often on the second floor (or higher) within buildings that likely do not have an elevator/elevator access. Although LdM maintains a standard for all apartments, no two apartments are alike. There are differences in appearance, general condition and/or style, size/number of bedrooms, size/features of common space or living areas, size/features of the kitchen, and travel time to/from the Institute. They are furnished, and equipped with the following: bed linens; towels; basic pots and pans; kitchen utensils; washing machine; a TV; and internet service. They are not provided with a phone or air conditioning. Please note: Residential heating is subject to the regulations and limitations imposed by each municipality in Italy. Therefore, the usage in LdM apartments (temperature and hours/duration) must observe these rules.

LdM apartments usually house 2-6 students. Students are not permitted to choose their apartment or change roommates. Any roommate and/or apartment-mate request must be specified on the LdM Housing Request Form. Please note that LdM does not have co-ed apartments. All apartments are NON-SMOKING. They are not all located in the same building, but are all 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, and in Rome they are available 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 with a host is an excellent opportunity to acquire a deeper understanding of Italy and its people. It allows students to interact daily with locals, build life-long bonds with their hosts, and to be involved in their everyday routine, having meals (breakfast and dinner, in Tuscania students are also offered lunch) and conversation daily. 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. 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

I CAN UNDOUBTEDLY TRACE MY STEPS TO SELF-ACTUALIZATION, IDENTIFYING THAT MY EXPERIENCE AT LDM ALTERED MY COURSE, HELPING ME TO RECOGNIZE AND ACHIEVE MY PROFESSIONAL GOAL

- Kristen P. (Florence)
4.2 Cultural and Recreational Initiatives

LdM provides its students exceptional recreational opportunities within and beyond the cities of Florence, Tuscana, 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. Tuscana 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, Tuscana, Rome and Venice are home to popular seasons of theatre, music, and cultural events.
4.3 // Student Clubs and Cultural Activities

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 through 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.

STUDENT CLUBS USUALLY ORGANIZED BY LdM FLORENCE

SOCCER // Students participate in the local sporting environment and culture through local sports facilities.

VOLLEYBALL // Students participate in the local sporting environment and culture through local sports facilities.

PAINTING & DRAWING // Students are introduced to various creative techniques to express themselves and reflect on their experience abroad.

CERAMICS // Students are introduced to basic ceramic making techniques, which can be a great way to relieve stress and be creative.

YOGA // Students practice yoga to better understand its mental and physical benefits.

PILATES // Students are introduced to the practice of Pilates and build core muscles through exercise.

CHOIR // Students create a community and are exposed to contemporary and classical Italian music, all lead by a local composer.

JAM ENSEMBLE // Missing your musical instrument back home? Or perhaps you brought it with you in hopes of finding a Florentine jam-session? Join the LdM Jam Ensemble Club!

EMBROIDERY // The embroidery club is a hands-on group where you get to learn and create unique designs from a local Florentine artist.

Note: Clubs are subject to change. An updated list of Clubs is available on site.

CULTURAL ACTIVITIES AT LdM

Cultural Activities include a wide range of events and tours offered throughout the semester. They are designed to facilitate students’ exploration of Florentine and Italian culture in a meaningful and interesting way, incorporating students’ vast scope of interests. Each activity has a specific objective aimed to enhance a connection to Italy and its culture.

EXPLORING ITALIAN LIFE AND CULTURE // LdM Florence

Studying abroad offers the rare opportunity to explore and to learn about another culture first-hand. This program of activities aims to give students the chance to immerse themselves in the everyday life of a Florentine. Through a series of activities led by a true Italian, students have the opportunity to meet, discuss, taste and learn, by participating in events that will let them experience various aspects of Italian culture.

DISCOVERING ANCIENT AND CONTEMPORARY TREASURES OF ROME // LdM Rome

LdM Rome invites students to discover the greatest treasures of the eternal city through a series of free-time activities. Night walks through the magnificent monuments of the city will bring students back to the days of Ancient Rome, while day trips to the surrounding areas will give them the chance to experience both traditional and contemporary aspects of Italian and local culture, and to discover how in Rome history, culture and beauty are strictly interwoven. Students will also have the chance to engage in friendly sport matches with Italian students from Università La Sapienza of Roma, a nice way to get in touch with Italian contemporary life.

WELL-BEING ACTIVITIES // LdM Tuscania

At LdM Tuscania students are offered a wide choice of well-being activities, such as hatha yoga, sensorial paths, herb laboratories, ayurvedic and local cuisine workshop. Sport activities, such as jogging in the woods around Tuscania, or hiking through lost villages and medieval hermitages, will give students the chance to build a strong relationship with the surrounding environment, as well as with Tuscania rich cultural heritage.
4.4 // Volunteer Activities in Florence and Tuscania

LdM has developed relationships with various charities and organizations in order to provide contacts for students interested in volunteer work that helps them get involved in the local Italian community and live an authentic cultural exchange experience. Through volunteer activities students can develop their personal growth, becoming more self-aware and confident. Volunteers play the role of cultural ambassadors representing their home country and culture in Italy. Activities may vary according to the place and the time of the year, updated information is available on site.

4.5 // 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. Health and safety information are provided to the LdM students population during orientation meetings upon arrival. The Institute works closely with local police authorities concerning issues of mutual concern. LdM students are instructed how to register 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. In case of health issues, students are referred to English speaking physicians on site.

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. LdM representatives explain essential information about academic needs and expectations, safety and health, 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 advice and services, and they organize 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 Tuscania, 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, the Cinque Terre, Capri, Sorrento and Pompeii as well as others outside of Italy, such as the Principality of Monaco, and Switzerland. All LdM sites offer many day trips to local natural and historical sites, as well as nearby cities in their respective regions.
5.1 // Italian Language Courses

LdM has been teaching Italian to US and international students since 1973. 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 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)

For special semester-long programs, see the following:
- 5.7 Three Cities Program
- 5.8 STEM Program
- 5.10 Creative Arts and Design Certificate Programs

5.3 // January Intersession Programs

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. At LdM Florence, 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)
- Restoration Workshop at LdM Florence (6 credits)
- Archaeology Field School at LdM Tuscania (6 credits)
- 4-week STEM course at LdM Rome

5.5 // Internships

Istituto Lorenzo de’ Medici credit-bearing internships offer students 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 résumé, 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. Concurrent enrollment in a course in the same field is required. Internships have particular attendance regulations.

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. LdM arranges internships in the major churches and museums of Florence, in Communications, Event Planning, Web Marketing, Social Media Marketing, Education, Fashion Design and Merchandising, Interior Design, Graphic Design and Health Sciences. 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 resume/curriculum vitae. Each professional opportunity has specific application requirements.

5.7 // Three Cities Program

FALL AND SPRING SEMESTER
Tuscania, Rome and Florence

With the Three Cities program, students are immersed in the unique characteristics of three Italian cities during a single semester: Tuscania, Rome and Florence. The locations, presented in section 1.5 of this catalogue, vary in size from small town to metropolis and differ in terms of history, heritage, and the roles they play in today’s Italy.

The courses of the Three Cities program foreground a wide choice of topics. They mark a journey through languages, history, culture, and society, highlighting Italy’s excellence in the fields of tourism and gastronomy, and allowing a reflection upon the meaning of the Made in Italy brand.

This dynamic program offers students a diverse and informed approach to the multifaceted aspects of contemporary Italy. In other words, the Three Cities academic program this year places a new emphasis on Italian excellence and global presence in relation to real-world issues of today and tomorrow.

Students spend a month at each location, moving from Tuscania to Rome, and finally to Florence, attending five 3-credit courses—two courses in Tuscania, one in Rome, and two in Florence. At each of these locations, they will be closely supported by LdM’s expert and experienced team of advisors, support staff and faculty.

COURSE SEQUENCE:

MONTH 1 / TUSCANIA
3-Hour Italian Language Elementary 1 or 2, Intermediate 1 or 2, Advanced 1 or 2.
(ITL 101 / 102 / 201 / 202 / 301 / 302 T).
Italian language courses are offered at all levels.
Sustainable Italy: Environmental Awareness and Ecotourism (ENV 238 T)

MONTH 2 / ROME
Made in Italy: A Culture of Excellence (BUS/SOC 283 R)

MONTH 3 / FLORENCE
Current Trends in Italian Cuisine (IGC 220 F)
Wine Business (BUS 252 F / IGC 252 F)
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.

Any student taking a science course in Rome belongs to the STEM Program. 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. The core course and the STEM courses cannot be changed, dropped or withdrawn from. In addition, students may choose among a variety 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 Roma Tre University, a highly-recognized Italian institution offering state-of-the-art teaching and research laboratories. The STEM program therefore combines LdM’s 45 years of excellence in abroad education with the expertise of research and science education established by Roma Tre University. 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. Specific attendance and grading policies apply to STEM courses. To help ensure a successful experience, we recommend that students take no more than two science courses with a lab component.

5.9 // Marist-LdM Degree Programs


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.
5.10 // Creative Arts and Design Certificate Programs

Istituto Lorenzo de’ Medici offers Certificate Programs in a range of fields including creative arts 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 multidisciplinary 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

#### ITALIAN GASTRONOMY CERTIFICATE

**CORE COURSES**

- **IGC / ANT 198 F**  
  Food and Culture  
  3 cr. / 45 hrs
- **IGC 220 F**  
  Current Trends in Italian Cuisine  
  3 cr. / 45 hrs
- **IGC 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:

- **IGC 160 F**  
  Italian Regional Food in Cultural Perspective  
  3 cr. / 45 hrs
- **IGC / PHO 234 F**  
  Fundamentals of Food Design, Styling and Photography  
  3 cr. / 90 hrs
- **IGC 250 F**  
  Italian Cuisine: History and Practice  
  3 cr. / 45 hrs
- **ITL xxx F / ITC xxx F**  
  Italian Language  
  (to be selected by candidate)  
  3 cr. / 45 hrs

#### BALANCE IN NUTRITION CERTIFICATE

**CORE COURSES**

- **NTR 205 F**  
  Nutrition Studies  
  3 cr. / 45 hrs
- **NTR 232 F**  
  The Mediterranean Diet  
  3 cr. / 45 hrs
- **NTR 240 F**  
  Topics in Nutrition: Italian Style Cooking  
  3 cr. / 45 hrs

**TRACK COURSES**

Students are required to choose two courses from the following:

- **NTR 226 F**  
  Vegetarian Culture  
  3 cr. / 45 hrs
- **NTR 249 F**  
  The Science of Food, Health and Well-being  
  3 cr. / 45 hrs
- **IGC / ENV 280 F**  
  Sustainable Food  
  3 cr. / 45 hrs
- **ITL / ITC xxx F**  
  Italian Language  
  3 cr. / 45 hrs
ARCHITECTURE IN URBAN CONTEXT CERTIFICATE

CORE COURSES
ARC 269 F
Public Space Design
3 cr. / 90 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:

INT 181 F
Technical Drawing
3 cr. / 45 hrs

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

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

INTERIOR DESIGN IN CONTEMPORARY LIVING CERTIFICATE

CORE COURSES
INT 181 F
Technical Drawing
3 cr. / 45 hrs

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

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

TRACK COURSES
Students are required to choose two courses from the following:

INT 330 F
Lighting Design
3 cr. / 90 hrs

INT 380 F
Furniture Design
3 cr. / 90 hrs

FAS 195 F
Textile Science
3 cr. / 45 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 / INT 220 F
Aesthetics of Design: Theory and Practice
3 cr. / 45 hrs

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

INT 240 F
Design Materials
3 cr. / 90 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

FAS 314 F
Fashion Communication
3 cr. / 45 hrs

TRACK COURSES
Students are required to choose two courses from the following:

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

FAS 235 F
Visual Merchandising
3 cr. / 45 hrs

PHO 185 F
Principles of Fashion Photography
3 cr. / 90 hrs
# ONE YEAR 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  
  Construction Techniques  
  3 cr. / 90 hrs

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

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

- FAS 200 F  
  CAD for Fashion Design I  
  3 cr. / 60 hrs

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

2nd SEMESTER (Spring Only)

- FAS 180 F  
  Patternmaking  
  3 cr. / 90 hrs

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

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

- FAS 250 F  
  Draping  
  3 cr. / 90 hrs

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

## FASHION DESIGN PROFESSIONAL CERTIFICATE

### YEAR 2

1st SEMESTER (Fall Only)

- FAS 280 F  
  Accessory Design  
  3 cr. / 90 hrs

- FAS 319 F  
  Advanced Pattern Development  
  3 cr. / 90 hrs

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

- FAS 355 F  
  Trend Forecasting  
  3 cr. / 45 hrs

- FAS 360 F  
  Fashion Lab: Experimental Design  
  3 cr. / 60 hrs

2nd SEMESTER (Spring Only)

- FAS 330 F  
  Collection Development I  
  3 cr. / 90 hrs

- FAS 335 F  
  CAD for Fashion Design II  
  3 cr. / 60 hrs

- FAS 380 F  
  Portfolio Development  
  3 cr. / 90 hrs

- FAS / GRA / INT 368 F  
  Interdisciplinary Design  
  3 cr. / 60 hrs  
  *Choice of one of the following:*

- FAS 332 F  
  Knitwear II  
  3 cr. / 60 hrs

- FAS xxx F or BUS xxx F  
  Fashion or Business elective  
  (to be selected by candidate)  
  3 cr. / 45 hrs or more

## FASHION MARKETING AND MERCHANDISING CERTIFICATE

### YEAR 1

1st SEMESTER (Fall Only)

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

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

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

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

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

2nd SEMESTER (Spring Only)

- FAS 265 F  
  Retail Management  
  3 cr. / 45 hrs

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

- FAS / BUS 352 F  
  Luxury Brand Management  
  3 cr. / 45 hrs

- FAS 430 F  
  Fashion Entrepreneurship  
  3 cr. / 45 hrs  
  *Choice of one of the following:*

- BUS 322 F  
  International Business Negotiation  
  3 cr. / 45 hrs

- FAS 382 F  
  Global Fashion Merchandising  
  3 cr. / 45 hrs
FINE ARTS
CERTIFICATE

YEAR 1
1st SEMESTER (Fall Only)

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

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

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

PRI 120 F
Basic Printmaking
3 cr. / 90 hrs

SCU 130 F
Ceramics
3 cr. / 90 hrs

2nd SEMESTER (Spring Only)

ART 375 F
Contemporary Art
3 cr. / 45 hrs

PDM / PER / PHO / SCU 150 F
Expanding Creativity
3 cr. / 60 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

SCU 160 F
Introductory Sculpture
3 cr. / 90 hrs

FINE ARTS
ADVANCED CERTIFICATE

YEAR 2
1st SEMESTER (Fall Only)

ART 375 F
Contemporary Art
3 cr. / 45 hrs

PDM / PER / PHO / SCU 150 F
Expanding Creativity
3 cr. / 60 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

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

2nd SEMESTER (Spring Only)

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

PDM 380 F
Studio Art Professional Portfolio
1 cr. / 15 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

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

GRAPHIC DESIGN
AND VISUAL COMMUNICATION
CERTIFICATE

YEAR 1
1st SEMESTER (Fall Only)

GRA 150 F
20th Century Graphics and Illustration
3 cr. / 45 hrs

GRA / PDM 165 F
Digital Sketchbook
3 cr. / 90 hrs

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

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

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

2nd SEMESTER (Spring Only)

GRA 170 F
Graphic Design
3 cr. / 90 hrs

GRA 215 F
Web Design
3 cr. / 45 hrs

GRA 230 F
Rendering Essentials
3 cr. / 90 hrs

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

GRA 310 F
Graphic Design Project Development
3 cr. / 90 hrs
### INTERIOR DESIGN CERTIFICATE

**YEAR 1**

**1st SEMESTER (Fall Only)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 160 F</td>
<td>Interior Design I</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>INT 170 F</td>
<td>Product Design I</td>
<td>3 cr.</td>
<td>45 hrs</td>
</tr>
<tr>
<td>INT 180 F</td>
<td>Perspective Drawing and Rendering</td>
<td>3 cr.</td>
<td>90 hrs</td>
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</tbody>
</table>

**2nd SEMESTER (Spring Only)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 190 F</td>
<td>CAD for Interior Design I</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>GRA 185 F</td>
<td>Digital Graphic Techniques Fundamentals</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
</tbody>
</table>

### INTERIOR DESIGN PROFESSIONAL CERTIFICATE

**YEAR 2**

**1st SEMESTER (Fall Only)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 293 F</td>
<td>Product Design II</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>INT 300 F</td>
<td>Retail Design</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>INT 330 F</td>
<td>Lighting Design</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>INT 350 F</td>
<td>Computer Rendering for Interior Design</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>INT 365 F</td>
<td>Sustainable Design</td>
<td>3 cr.</td>
<td>60 hrs</td>
</tr>
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**2nd SEMESTER (Spring Only)**

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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>INT 360 F</td>
<td>Web Portfolio Presentation</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>INT 370 F</td>
<td>Concepts and Strategies for Design</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>INT 380 F</td>
<td>Furniture Design</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>INT 390 F</td>
<td>Exhibit Design</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>FAS / GRA / INT 368 F</td>
<td>Interdisciplinary Design</td>
<td>3 cr.</td>
<td>60 hrs</td>
</tr>
</tbody>
</table>

### JEWELRY DESIGN CERTIFICATE

**YEAR 1**

**1st SEMESTER (Fall Only)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWY 150 F</td>
<td>History of Jewels and Their Symbolism</td>
<td>3 cr.</td>
<td>45 hrs</td>
</tr>
<tr>
<td>JWY 155 F</td>
<td>Jewelry Design I</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>JWY 165 F</td>
<td>Metals in Jewelry Making</td>
<td>3 cr.</td>
<td>45 hrs</td>
</tr>
<tr>
<td>JWY 215 F</td>
<td>Wax Carving and Casting Techniques I</td>
<td>3 cr.</td>
<td>60 hrs</td>
</tr>
<tr>
<td>JWY 180 F</td>
<td>Jewelry Making I</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
</tbody>
</table>

**2nd SEMESTER (Spring Only)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWY 250 F</td>
<td>Jewelry Making II</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>JWY 270 F</td>
<td>Stone Setting I</td>
<td>3 cr.</td>
<td>60 hrs</td>
</tr>
<tr>
<td>FAS / JWY / INT 355 F</td>
<td>Trend Forecasting</td>
<td>3 cr.</td>
<td>45 hrs</td>
</tr>
</tbody>
</table>

### JEWELRY DESIGN PROFESSIONAL CERTIFICATE

**YEAR 2**

**1st SEMESTER (Fall Only)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWY 215 F</td>
<td>Gemology</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>JWY 235 F</td>
<td>Jewelry Design II</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>JWY 255 F</td>
<td>Jewelry Making II</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>JWY 270 F</td>
<td>Stone Setting I</td>
<td>3 cr.</td>
<td>60 hrs</td>
</tr>
</tbody>
</table>

**2nd SEMESTER (Spring Only)**

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWY 400 F</td>
<td>Portfolio Development in Jewelry</td>
<td>3 cr.</td>
<td>60 hrs</td>
</tr>
<tr>
<td>JWY 410 F</td>
<td>Jewelry Making IV</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>JWY 415 F</td>
<td>Advanced Project in Jewelry</td>
<td>3 cr.</td>
<td>90 hrs</td>
</tr>
<tr>
<td>JWY 420 F</td>
<td>Alternative Materials in Contemporary Jewelry</td>
<td>3 cr.</td>
<td>45 hrs</td>
</tr>
<tr>
<td>JWY 430 F</td>
<td>The Artist in the Studio</td>
<td>3 cr.</td>
<td>60 hrs</td>
</tr>
</tbody>
</table>
## 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 hr

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

- **CHM 135 F**
  General Chemistry I with Lab
  4 cr. / 90 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

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

**Choice of one of the following:**

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

- **PDM / PRI / PHO / SCU xxx F**
  Fine Arts elective
  (to be selected by candidate)
  3 cr. / 60/90 hrs

## Restoration and Conservation Professional Certificate

### Year 2

**1st Semester (Fall Only)**

- **RES 230 F**
  Theory of Conservation
  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

- **CHM / RES 340 F**
  Science for Conservators II
  3 cr. / 45 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**
  Advanced Project for Painting and Polychrome Wooden Sculpture Conservation
  3 cr. / 60 hrs

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

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

1. [Image of a person wearing a hat and holding a camera]
2. [Image of a textured artwork with crumpled paper]
3. [Image of a watercolor painting of a mountain range]
4. [Image of a grid with colored lines]
5. [Image of a colorful striped pattern]
6. [Image of a drawing with abstract shapes]
7. [Image of a necklace with a branch pendant]
8. [Image of a metallic object with ridges]
9. [Image of a drawing of a hand holding a branch]
1 / Joanna Honc
2 / Caroline Raitis
3 / Abigail Mackey
4 / Lola De Coaster
5 / Kamala Eagleton
6 / Julia Lindemon
7 / Ariel Lom
8 / Megan Tamarro
9 / Ying Mae Waite
10 / Sofia Berg
11 / Chelsea Friedman
12 / Meagan Alexis Moses
13 / Kristine Maria Olmstead
14 / Courtney Bohnert
15 / Emma Kaufman
16 / Jennessa Martinez
17 / Julia Carmel
This one-semester fifteen-credit certificate offers an intensive study program in which students of different career paths learn how to analyze and evaluate conflict from an international perspective. The certificate takes place in Rome, Italy's capital and a city well situated to provide international knowledge and insights, located as it is at a major geographical intersection. Through five courses, students become better informed about global politics and can measure the difference between principles and practice. The courses generally take a case-based and current affairs approach, and class sessions are highly interactive. The three core courses explore the nature of conflict and of violence, the workings of international humanitarian assistance, and modern strategies for resolving (or transforming) conflict. Students have a choice of two track courses in which they further pursue closely related topics: the real effects of globalization; the anatomy of terrorism; the operations 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.

### Certificate in International Conflict Transformation

#### CORE COURSES

- **Anthropology of Violence and Conflict**
  - 3 cr. / 45 hrs
  - Conflict pervades our daily lives, and violence erupts indirectly or directly into our experience. What is the distinction between the two, and what are intelligent and effective ways to deal with them? In this course, students apply concepts from anthropology and political science to the dynamics of conflict and violence, of various types and levels, in contemporary society. The course examines major definitions of violence and conflict, exploring classic and notable theories and debates in the social sciences and other disciplines. A basic distinction between interpersonal and group dynamics receives much attention. Most focus will be upon the "macro" level: the ways in which communities, states, and other associations deal with the escalation of conflict and the real or presumed conditions underlying violence (such as exclusion or asymmetries in power structure). Issues addressed include the impact of globalization, cultural differences, identity and constituency, and the processes leading towards conflict transformation, peace, and reconciliation.

- **International Conflict Resolution**
  - 3 cr. / 45 hrs
  - The course presents concepts and theories related to the peaceful transformation of international violent conflicts, illustrating them with examples taken both by 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 from both global and Italian organizations.

- **Humanitarian Affairs**
  - 3 cr. / 45 hrs
  - 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.

#### TRACK COURSES

Students are required to choose two courses from the following:

- **Globalization & Social Change**
  - 3 cr. / 45 hrs

- **International Rome: A UN City**
  - 3 cr. / 45 hrs

- **International Terrorism**
  - 3 cr. / 45 hrs

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The course presents concepts and theories related to the peaceful transformation of international violent conflicts, illustrating them with examples taken both by 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 from both global and Italian organizations.

**Humanitarian Affairs**

- 3 cr. / 45 hrs

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.
Track courses (choice of two)

**GLOBALIZATION AND SOCIAL CHANGE**  
3 cr. / 45 hrs  
This course critically examines the subject of globalization from a sociological perspective. Globalization in some fashion has been happening for centuries, but never before has it so strongly reshaped society everywhere as today. Through an interdisciplinary approach that combines perspectives from sociology, anthropology, political science, economics, and philosophy, students attain an understanding of some fundamental features of globalization. Exploration of selected substantive topics (case studies) helps root the general in the particular. The concept of globalization; the central themes of changing communications and social networks; the main economic, political, and ideological dimensions of globalization, are analyzed. Emphasis will be given to a set of interconnected themes: the role of capitalism and other systems; the function and effectiveness of institutions such as the IMF and the World Bank; changes in global governance; the relationship between globalization, inequality, and poverty; the fate of cultural diversity in a globalizing world; issues of gender, ethnicity, environment, social justice, and human rights.

**INTERNATIONAL TERRORISM**  
3 cr. / 45 hrs  
This course examines 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 related to political or religious ideology. It addresses questions like the following: What is a terrorist and how should terrorism be defined? What are the motivations behind the use of terrorism and political violence? What are the policies that states are adopting to combat terrorist attacks? What is the future of terrorism and counter-terrorism? The course looks briefly at the “terror regimes” of previous centuries, and then studies the different forms of terrorism in the 21st century in terms of their geopolitical areas and their goals of the destabilization of governments and democratic systems and gaining political independence. The course includes analysis of current events and case studies.  
Prereq.: HIS 130 Western Civilization, or POL 150 Introduction to Political Science, or equivalents

**INTERNATIONAL ROME: A UN CITY**  
3 cr. / 45 hrs  
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.
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 Creative Arts, School of Design, School of Nutrition, Italian Gastronomy and Culture, School of Sciences, School of Italian Language and Culture) and then by discipline (e.g., ANC - Ancient Studies, ANT - Anthropology, ART - Art History, etc.).

Please consult the table on the following page in order to see exactly which disciplines are offered at which site.
### COURSE LOCATIONS

<table>
<thead>
<tr>
<th>SCHOOL OF LIBERAL ARTS AND SOCIAL SCIENCES</th>
<th>FLORENCE</th>
<th>ROME</th>
<th>TUSCANIA</th>
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| SCHOOL OF ITALIAN LANGUAGE AND CULTURE     |          |      |          |
| ITC Italian Language and Culture           |          |      |          |
| ITL Italian Language                       |          |      |          |

| SCHOOL OF CREATIVE ARTS                   |          |      |          |
| MAS Media Arts and Studies                 |          |      |          |
| PDM Painting, Drawing and Mixed Media      |          |      |          |
| PER Performing Arts                        |          |      |          |
| PHO Photography                            |          |      |          |
| PRI Printmaking                            |          |      |          |
| RES Restoration                            |          |      |          |
| SCU Sculpture and Ceramics                 |          |      |          |

| SCHOOL OF DESIGN                           |          |      |          |
| ARC Architecture                           |          |      |          |
| FAS Fashion Design, Marketing and Merchandising |      |      |          |
| GRA Graphic Design                         |          |      |          |
| INT Interior Design                        |          |      |          |
| JYW Jewelry Design                         |          |      |          |

| SCHOOL OF NUTRITION, ITALIAN GASTRONOMY AND CULTURE |          |      |          |
| IGC Italian Gastronomy and Culture             |          |      |          |
| NTR Nutrition                                 |          |      |          |

| SCHOOL OF SCIENCES                          |          |      |          |
| BIO Biological Sciences                      |          |      |          |
| CHM Chemistry                                |          |      |          |
| EGR Engineering                              |          |      |          |
| EVS Environmental Sciences                   |          |      |          |
| HSC Health Sciences                          |          |      |          |
| MAT Mathematics                              |          |      |          |

| SCHOOL OF AGRICULTURE                       |          |      |          |
| AGR Agricultural Studies and Technologies   |          |      |          |
6.1 FLORENCE

School of Liberal Arts and Social Sciences
ANC – ANCIENT STUDIES

Digging Up the Past: Introduction to Archaeology
ANC 100 F
Cr: 3; Credit hrs: 45

This course will introduce students to the fascinating field of anthropological archaeology in Florence—a living museum. The course will lay the foundations for understanding what archaeology is, how it’s done, how it can help us interpret the human past, and how it can help us navigate the current politics of cultural heritage. Analyzing different case studies, across the Ancient Near East, Eurasia and the Mediterranean, from Prehistory to Late Antiquity, several types of methodologies, techniques and types of evidence will be explored in lectures, hands-on lab activities and field trips to archaeological sites, museums and environmentally important locations in Florence.

Latin and Us: Uncovering the Hidden Meaning of English Words
ANC 102 F
Cr: 3; Credit hrs: 45

Latin is all around us: audio, video, alibi, agenda, AM/PM, i.e., versus, vice versa… et cetera. These are just some examples that show how 2,500-year-old words still serve a purpose today. This course will focus on the impact of Latin on modern society and on contemporary languages, with special attention to how it has influenced English. We will show how ancient Latin words have adapted to our times and have become part of our everyday vocabulary. After introducing a few generic concepts in Linguistics, we will analyze some aspects of Latin: its origins, its history, and how it has affected many modern European languages. In particular, we will examine the case of English: we will discuss its characteristics, as we learn why more than 50% of its words have Latin roots. We will also approach the inner workings of Latin, by analyzing its core grammatical features. Then we will study some crucial aspects of Roman society – for example religion, family and politics – through selected keywords such as pontifex, familia and consal. As we study their original meaning, we will uncover their history and find out how such words have outlived Rome and managed to survive up to the present. Through this course, students will have a chance to expand their vocabulary, understand the underlying meanings of words, and find unexpected connections between them.

Archaeology Workshop
ANC 193 F; Cross listed: ANT 193 F; RES 193 F
Cr: 3; Credit hrs: 45

This course will introduce students to archaeology, and provide them with hands-on work on 2500-year-old archaeological artefacts in LdM’s Archaeology Lab. These artefacts have recently been unearthed at the Hellenistic necropolis of Bosco della Riserva. The necropolis, near Tuscania, central Italy, is the site of a joint excavation project currently conducted by CAMNES and LdM. Students will learn what happens to the finds once they leave their recovery contexts and arrive at the LdM’s Archaeology Lab. in Florence. Here, under the guidance of the instructors, students will be involved in the basic steps of restoration, conservation, documentation, study, and storage of the finds. Students will also have the opportunity to sign up for the Tuscania Summer Field School, which operates directly at one of the archaeological sites.

Ancient Rome
ANC 200 F; Cross listed: HIS 200 F
Cr: 3; Credit hrs: 45

This course will provide students with a comprehensive introduction and overview of the civilization of ancient Rome, from its origin as a monarchy in the 8th century B.C. to its fall fourteen centuries later, an event which marks the beginning of the Middle Ages. Alongside the study of main historical events, students will explore a variety of themes and methodological issues: the range of primary sources available for ancient history; the political organization of the Roman state; the territorial expansion of Rome and its influence on the cultural and administrative sphere; Roman religion and the spread of Christianity; the end of the Roman world and the rise of the social models; the historiographical “myth of Rome.” In order to stimulate students’ critical skills in observing historical phenomena, a problem-oriented approach will be supported by readings of primary sources.

Florentia: The Ancient Roots of Florence
ANC 215 F; Cross listed: HIS 215 F
Cr: 3; Credit hrs: 45

This course analyzes the ancient past of Florence from its origins to the end of the Roman Empire. The ancient town of Florentia will emerge during each lesson with the help of a variety of sources: written texts from ancient and medieval authors, as well as archaeological evidence, including artifacts and items coming from past excavations and exposed in local museums, and objects unearthed in recent years. We will also consider the presence and influence of the Barbarian rulers on the Florentine territory. We will focus on the urban pattern and trace and locate the main temples and sacred spaces, public buildings and private houses. Students will gain a chronological perspective of these centuries, while also closely examine special topics about topics about Roman civilization, art and architecture, lifestyle and customs. A few selected visits and day trips planned throughout the course—the National Archeological Museum of Florence and little-known archaeological areas among them—will give students a special kind of access to the past of Florence.

Greek and Roman Mythology
ANC 216 F
Cr: 3; Credit hrs: 45

Greek and Roman gods and heroes, and their stories, have always been a fundamental subject of Western Art and literature, especially since they were rediscovered by Renaissance humanism. The course will examine the major deities of Greek and Roman religion are examined in their historical and archaeological context, focusing on the influence that Greek myths had on the Roman world. The Iliad, The Odyssey, and Roman foundations myths and sagas will be discussed with particular emphasis on the relationship between myth and history. 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 post-classical afterlife of these myths will also be addressed. Visits to museums, monuments and/or sites will reinforce classroom learning. To know Roman mythology is to understand the real essence of the ideals and aspirations of the great Roman Empire, while in the study of Greek mythology lies the roots of modern psychology.

The “Mysterious” People of Ancient Italy: In Search of the Etruscans
ANC 218 F
Cr: 3; Credit hrs: 45

This course will examine the Etruscan achievements and legacy in different areas—culture and society, the visual arts, architecture, language, funerary practices, religious beliefs, trade, government, urban planning, and family life. Students enrolled in this course will become familiar with “the mysterious people” of the Etruscans, and discover the tools that archaeology and classical studies employed to study them. While a good deal is known about the Etruscans and a substantial quantity of their material culture still survives, much is lost, and many questions are unanswered. Their mineral wealth, fertile fields, strategic harbors, and other geographical and economic advantages fueled vigorous exchanges across the lively world of the Mediterranean. This remarkable culture affected both the Greeks and the Romans, and its ideas, customs, artistic motifs, and fashions spread north to the rest of Europe. They
ANC 246 F
Cr: 3; Credit hrs: 45
This course offers an exploration of warfare in ancient Greece and Rome in terms of values and ideology, impact on society, practices, arms and artifacts, 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 also 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.

ANC 247 F; Cross listed: HIS 247 F
Cr: 3; Credit hrs: 45
The course provides a survey of the European “Dark Ages” by following the long transition that transformed the Western Roman Empire into a turmoil of barbarian kingdoms. This “Age of Barbarians” (4th -7th centuries CE, from Constantine to Charles the Great), also known as “Late Antiquity,” witnessed important political, religious and socio-economic changes, which effectively shaped Western Europe. During the process, several Roman institutions and traditions were granted continuity, while many others were forever obliterated. The available and often fragmentary sources – the most significant of which will be analyzed in class – paint a complex scenario, oscillating between aborted legacies, political upheavals and attempted revivals of an unsurpassable ancient glory; the former imperial unity slowly dissolves in a plurality of different national and cultural identities. Respective focuses on each specific context involved (Italy, France, Spain, Britain, Germany, North Africa) will encompass most of the classes. Instability, delusional hopes and the lack of an imperial authority in the West, will last until the Christmas Night of 800 CE, when the Pope will crown a new Emperor of Rome, who will be defined “Roman,” although being a “barbarian.”

ANC 250 F
Cr: 3; Credit hrs: 45
The Old Testament (i.e., the Hebrew Bible) has been used as a source for understanding how people inhabited the Near East and the eastern Mediterranean basin in ancient times. However, archaeological research has demonstrated how some of these interpretations are biased because of the religious beliefs connected to the Bible. Thus, how can we critically read the Bible and combine its historical and religious elements with the data yielded by archaeological investigations? What does the daily life of the people described in the Bible involve? And why has the Bible been used by biblical scholars without taking into consideration these prejudices? Following this critical perspective, the course focuses on the Old Testament episodes as an expression of the religious life and thought of ancient Israel. The objective of the course is to contextualize the biblical story within its history, as well as in contemporary society, by using the available historical / archaeological data of the biblical civilizations. The course is a valuable approach to the historical dimension of the Bible, useful for all students interested not only in religious studies, but also anthropology, archaeology and history.

ANC 255 F
Cr: 3; Credit 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: “From where did Ancient Egypt originate?”, “How were the pyramids built?”, “How do you read hieroglyphics?”, “What did the afterlife signify to the ancient 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.

ANC 264 F; Cross listed: IGC 264 F; ANT 264 F
Cr: 3; Credit 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 to modern Italian cuisine. Following the guidelines of 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 historical perspectives. Starting from the distinction between the consumption and the 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 the modern cuisine (when a particular tradition has continued) and interests.

ANC 265 F
Cr: 3; Credit hrs: 45
Wine, the Nectar of the Gods! Was wine as important in Italy in the ancient past as in today’s culture? Who drank wine in ancient times? Was wine only used for individual gratification and private banquets, or were there other social implications? Why is wine closely tied to “mysteries” and “bacchanals,” and what were the “symposia”? These are among the main questions that this course intends to analyze and connect...
to our modern consumption and cultural use of wine. In the Ancient World, viticulture, wine, and then “drinking Greek style” spread throughout the Mediterranean in succeeding waves of acculturation that involved Greeks, Etruscans, and Romans. Since wine played a major role in social cohesion, identity construction, and symbolic boundary-making, the course provides a privileged point of observation on different aspects of the Classical civilizations. The first half of this course offers a diachronic and interdisciplinary profile of wine production, trade and consumption in ancient Italy from the 9th century BCE to the end of the Roman Empire, through a variety of primary sources: artifacts, artworks, and ancient texts. In the second part of the course students explore and discuss with a synchronic and anthropological perspective topics such as wine in Greek myth/religion, gender implications in the polis and in Etruria, wine abuse, and the consumption of wine as status symbol, in order to link the Classical past to our world.

**Magica, Divination, and Ghosts in the Ancient World**

**ANC 288 F; Cross listed: REL 288 F**

Cr: 3; Credit hrs: 45

This course looks at the supernatural (i.e. spirits, ghosts, afterlife, netherworld etc.) and at the different practices through which humans – in ancient cultures – got in touch with, and represented. A large part of the course will be dedicated to the various aspects of magic and sorcery, along with shamanism, divination, necromancy (evocation of the dead) and curses (namely binding and love curses). Several classes will also be focused on restless dead and ghosts, a privileged medium through which ancient people were believed to get in touch with the beyond. Documentary material, such as reproductions of ancient magical papyri and cursed tablets will be shown, and comparisons will be drawn – when relevant – with modern cultures and folklore.

**Archaeology of Death**

**ANC 302 F; Cross listed: ANT 302 F**

Cr: 3; Credit hrs: 45

When did humans first take pains to bury their dead? How did ancient people cope with death? What can graves and funerary monuments of the past tell us? This course aims to investigate the approaches, beliefs and practices of ancient societies in relation to that fundamental cultural theme that is death. Through the use of archaeological data and historical sources, with the support of anthropological theories related to death rituals, students will gain knowledge and new perspectives over the complex phenomenon of the interplay between the living and the dead. To achieve these goals, the course will be subdivided into two parts. The first part will focus on the theoretical and methodological issues related to the study of belief and ritual practice in archaeology, especially in relation to the funerary sphere. The second part will address specifically the question of how ancient societies dealt with death and treated their dead by referring to specific study-cases across the Mediterranean and the Ancient Near East, from Prehistoric societies until the beginning of the Classical period.

Prerequisites: A prior course in archaeology, anthropology, history, or religion

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

**ANC 306 F; Cross listed: LIT 306 F**

Cr: 3; Credit hrs: 45

The course focuses on ancient epic literature through the analysis and comparison of some of the oldest and greatest works of Western civilization. Through the reading of the most significant chapters of the Iliad and the Odyssey, students will get in contact with the supernatural world and the mighty heroes described by “Homer” in 8th century BCE. These stories, considered the “Bible” of classical civilization, show how Greeks used myth to express archetypal values, which became immortal for successive generations and civilizations. Myths are analyzed not only as amazing stories but also as expression of ancient cultural traditions, and as primary forms of communication and instruction. The influence of Greek myths on Roman legends will then be observed through the reading of some passages of the Aeneid, the national poem of Rome written by Virgil in the 1st century BCE.

Prerequisites: A prior course in classics, literature, or religion

**Magna Graecia: Ancient Greeks in Italy**

**ANC 346 F; Cross listed: HIS 346 F**

Cr: 3, Credit hrs: 45

This course studies 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.

Prerequisites: A prior course in classics, archaeology, history, religion, or equivalent

**ANT – ANTHROPOLOGY**

**Introduction to Anthropology**

**ANT 160 F**

Cr: 3; Credit 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 the sub-fields of anthropology. 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; Cross listed: FAS 185 F**

Cr: 3, Credit hrs: 45

How are anthropology and fashion related? How can this social sciences field 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; Cross listed: ANC 193 F; RES 193 F**

Cr: 3; Credit hrs: 45

This course combines an introduction to archaeology with hands-on work on 2500-year-old archaeological artefacts in LdM’s Archaeology Lab. These artefacts have recently been uncovered in Central Italy at the Hellenistic necropolis of Bosco della Riserva, near Tuscania, where an excavation project is being conducted by CAMNES and LdM. Students will learn what happens to the finds once they leave their recovery contexts and arrive in Florence: here, under the guidance of the instructors, students will be involved in the fundamental activities of restoration, conservation, documentation, study, and storage of the finds. Students will also have the opportunity to sign up for the summer field school in Tuscania which operates directly at one of the archaeological sites.

**Food and Culture**

**ANT 198 F; Cross listed: IGC 198 F**

Cr: 3; Credit 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 appreciate 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 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.

**Cultural Anthropology**

**ANT 245 F**

Cr: 3; Credit hrs: 45

Cultural anthropology aims at disclosing the role that culture, power structures, economics, and beliefs have in shaping one’s assumed identity and the construction of meaning across different societies, both traditional and contemporary. For much of Western history, the anthropological outlook has been absent; culture was viewed as static, not dynamic, and Eurocentric views or myths like the “noble savage” idea colored encounters with unknown indigenous populations. This course will give students a chance to critically reflect on the dynamic elements of cultural change and identity definition. In particular, we will look at how cultures across different continents vary with respect to world views, family structures, economic arrangements, values and beliefs, communication styles, and the meaning given to art. Students will gain a theoretical understanding of some ethnographic case studies, concepts and methods and will put this knowledge into practice by doing fieldwork in Florence relative to aspects of Italian culture. Both the appreciation and understanding of cultural difference will prove useful skills in all situations (including a range of career paths) involving intercultural interactions.

**Prerequisites:** Sophomore standing

**Contemporary Anthropology: Words and Action**

**ANT 260 F**

Cr: 3; Credit 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 non-Western, often remote, 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 on 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. 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., from the transformation of contemporary society and culture.

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

**ANT 264 F; Cross listed: ANC 264 F; IGC 264 F**

Cr: 3; Credit 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 to 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 the consumption and the 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 understand and appreciate ancient traditions and to link them to modern cuisine and interests.

**Sacred and Secular Symbols in Italian Cuisine**

**ANT 272 F; Cross listed: IGC 272 F**

Cr: 3; Credit hrs: 45

Italy has shaped its gastronomic identity thanks to environmental and cultural elements. The cultural ones include traditions, beliefs, and values that can be national and local, religious and secular, urban and rural. The course investigates how Italian gastronomy bridges the religious and the secular by analyzing the symbolic value of some common foods: bread, wine, fish, cakes. Students will gain the opportunity to explore in depth Italian food heritage, connect tradition to contemporary life, and understand how the current lifestyle may jeopardize such food legacy. The course includes a practical component.

**Physical and Forensic Anthropology**

**ANT 284 F**

Cr: 3; Credit hrs: 45

Human skeletal remains are a precious source of information. Through their study the life of an individual or a population can be reconstructed both from a biological and historical point of view. The discipline, which deals with the study of skeletons in order to provide data on the person to whom the remains belong, is anthropology and specifically “physical and forensic” anthropology. This course will introduce students to human osteology and both ancient and modern bioarchaeology. Both subjects are essential in order to explore the theory and methods used in the discipline and related to the archaeological/historical context or to forensic science. A variety of anthropological topics, in addition to osteology and skeletal anatomy, will be discussed in order to offer an overview of how anthropology contributes through the examination of human skeletal remains to acquiring fundamental scientific and biological data of past populations and of modern individuals.
Archaeology of Death
ANT 302 F; Cross listed: ANC 302 F
Cr: 3; Credit hrs: 45
When did humans first took pain to bury their dead? How did ancient people cope with death? What can graves and funerary monuments of the past tell us? This course aims to investigate the approaches, beliefs and practices of ancient societies in relation to that fundamental cultural theme that is death. Through the use of archaeological data and historical sources, with the support of anthropological theories related to death rituals, students will gain knowledge and new perspectives over the complex phenomenon of the interplay between the living and the dead. To achieve these goals, the course will be subdivided into two parts. The first part will focus on the theoretical and methodological issues related to the study of belief and ritual practice in archaeology, especially in relation to the funerary sphere. The second part will address specifically the question of how ancient societies dealt with death and treated their dead by referring to specific study-cases across the Mediterranean and the Ancient Near East, from Prehistoric societies until the beginning of the Classical period.
Prerequisites: A prior course in archaeology, anthropology, history, or religion

Anthropology of Violence and Conflict
ANT 326 F; Cross listed: POL 326 F
Cr: 3; Credit hrs: 45
Conflict pervades our daily lives, and violence erupts indirectly or directly into our experience. What is the distinction between the two, and what are intelligent and effective ways to deal with them? In this course students apply concepts from anthropology and political science to the dynamics of conflict and violence, of various types and levels, in contemporary society. The course examines major definitions of violence and conflict, exploring classic and notable theories and debates in the social sciences and other disciplines. A basic distinction between interpersonal and group dynamics receives much attention. Most focus will be upon the "macro" level: the ways in which communities, states, and other associations deal with the escalation of conflict and the real or presumed conditions underlying violence (such as exclusion or asymmetries in power structure). Issues addressed include the impact of globalization, cultural differences, identity and constituency, and the processes leading towards conflict transformation, peace, and reconciliation.

The Built Environment of Florence
ART 201 F; Cross listed: ARC 201 F
Cr: 3; Credit hrs: 45
This course surveys Florence’s remarkable architectural history from its origins to the present, with special attention to the medieval to the late renaissance eras (c.1000-c.1600). It traces the broad evolution of architectural style and town planning revealed by buildings, city walls, streets, and squares. By connecting this narrative to that of Florence’s exceptional economic, cultural, and artistic ascent in its historical prime, and to developments in the rest of Europe generally, the story of an influential series of choices reemerges. Through numerous site visits, students test early and modern sources against the physical evidence. They learn to visually “read” the stylistic as well as the material and socio-cultural histories of buildings and spaces.

20th Century Design and Architecture
ART 202 F; Cross listed: ARC 202 F
Cr: 3; Credit hrs: 45
The course aims at giving 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 talents 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, scientific, and technological discoveries. The course provides students with the tools to understand innovative elements introduced by a new trend and to remain up-to-date in this ever-changing field.
The World of Museums: Museology

**ART 230 F**
Cr: 3; Credit hrs: 45

The aim of this course is to provide an integrated approach to museum theory and practice. It will consider definitions and classifications of the term ‘museum’, and the centuries-long history of art collecting. We will examine the various forms and meanings of gathering beautiful, precious, and curious objects in various places and the endeavor of assembling collections for world-famous museums, such as the Uffizi and the Louvre. We will analyze the concept of cultural heritage, considering its increasing value for society, as well as the legal and ethical issues involved. The course will also consider topics as research, methods of documentation, cataloging, display, basic communication techniques, the importance of education and learning in museums, preventive and remedial conservation of collections, environmental monitoring and control, safety plans, and storage systems. We will focus on Italian and specifically Florentine museums, which students will be invited to analyze according to the most recent museological and museographical theories and practices.

Palaces of Florence

**ART 245 F**
Cr: 3; Credit hrs: 45

Public and private palaces have played an important role in the life of the city of Florence, through the centuries. This course will introduce students to the history of the palaces of Florence from the 13th to the 17th century. The study of these palaces will offer an interdisciplinary perspective on the city. Students will have the opportunity to understand not only the development of the palaces’ architectural style, but also major issues concerning the social, economic, cultural, and political history of Florence. Students will study the evolution of Florentine palaces hands-on, from the outside and from the inside of the buildings. Many classes will be held on site, and site visits will add a crucial component to the learning experience.

Architectural History: Italian Urban Design

**ART 248 F; Cross listed: ARC 248 F**
Cr: 3; Credit 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 towns. The aim of the course is to give students the formal tools to “read” the landscape of Italian towns as complex environments created during a long series of different superimposed urban textures.

Lost Symbolism: Secret Codes in Western Art

**ART 255 F**
Cr: 3; Credit hrs: 45

The course focuses on selected philosophical themes and artworks in Western art between 1300 and 1800, observed and analyzed through the combined tools of astrology, alchemy, geometry, and numerology. Art has served various functional and aesthetic purposes in different cultures and periods. During the Middle Ages, and later, art has embodied a symbolic language, mysterious to the majority, but highly significant to the minority able to read or decode it. For example, what may easily reveal the secret messages of certain paintings and sculptures of past centuries can be interpreted in terms of astrology. We will employ the tools of iconography, a specific field of art history that studies subject matter, symbolism, and signification in works of art. Through this approach, students will examine the fascinating and complex range of meanings that artworks were intended to transmit and that can still be uncovered.

World Art

**ART 260 F**
Cr: 3; Credit 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 of and appreciation for 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 economic 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.

The Genius of Michelangelo

**ART 270 F**
Cr: 3; Credit hrs: 45

This course focuses on Michelangelo Buonarroti (1475-1564) and offers students the opportunity to explore the life and work of one of the most gifted and revolutionary artists of all times. It will explore his long artistic career as a sculptor, painter, architect, and poet. The artist’s personal and artistic relationships with other outstanding artists of his time, in particular with Leonardo and Raphael, whom Michelangelo perceived as great rivals, will also be a central theme of the course. Students will visit a number of major museums, analyzing the extraordinary quality of Michelangelo’s works in relation to those of contemporary artists in the same museums. The course will also analyze his relationship to patrons, especially the Medici in Florence and the papal court in Rome under the popes Alexander VI, Julius II, and Paul III. Students will gain a detailed knowledge of Michelangelo’s oeuvre, and will be able to identify and analyze major works in painting, sculpture, and architecture. The course will be based on recent literature, sources of the time, and Michelangelo’s own writings.

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

Renaissance Art at the Italian Courts

**ART 276 F**
Cr: 3; Credit 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 influenced the visual arts. Comparisons will be made with Northern European courts of the same period. The main focus will be on Pisanello and the courts of Ferrara and the Gonzaga court in 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 Federico da Montefeltro in Urbino, and Piero della Francesca and Alberti at the Malatesta court in Rimini. The students will become familiar with the special patronage conditions which dictated the nature of Renaissance art at the princely courts of Italy and acquire a detailed knowledge of the work of five court artists as well as a broader familiarity with three others.

Visual Culture in Italy Since 1945 (Art, Design, Media)

**ART 277 F; Cross listed: COM 277 F**
Cr: 3; Credit hrs: 45

Does a significant thread link a Vespa scooter, Vittorio De Sica’s Neo-Realist movies, Gucci’s bamboo bag, Gio Ponti’s
“Superleggera” chair, Giuseppe Cavalli photographs of “trulli” buildings, and Alberto Burri’s “Cattame” canvases? Our working hypothesis is that it is a common visual culture, with elements of national identity, plus uniquely Italian interconnections between fields and disciplines in the creative and productive processes. Students will test this claim by applying a communications-based approach to the whole of Italian visual culture of the period following World War II. We will view works of contemporary art and design as communicators and carriers of cultural messages. This blurs the sometimes artificial distinction between visual arts (sculpture, painting, conceptual art, film, photography) and design (urban planning, architecture; interior, furniture, and industrial design; graphics, and fashion). Students explore selected case studies in which a designer, film director, or artist may have influenced each other or actually interacted. Theory takes a back seat to process and context, but is not ignored. Students learn to “read” a particularly rich, diverse, and complex visual culture—often in the vanguard and the originator of global “icons.” Students also learn concrete ways to innovate by adopting an interdisciplinary approach.

**Italian Renaissance Art**

**ART 278 F**  
Cr: 3; Credit 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, to Leonardo, Michelangelo and Raphael in the sixteenth century, to create one of the most fascinating periods in the history of art. 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 rebirth 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

**Contemporary Architecture**

**ART 286 F; Cross listed: ARC 286 F**  
Cr: 3; Credit 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. Themes include: the consideration of social 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 with an emphasis on Europe and, especially, Italy.  
Prerequisites: ART 165 History of Architecture, or equivalent

**Leonardo: The Renaissance Genius at Work**

**ART 295 F**  
Cr: 3; Credit hrs: 45  
Leonardo da Vinci, more than anyone else, represents Renaissance confidence in the boundless faculties of the human mind. Largely self-educated, driven by curiosity, and gifted with an extraordinary capacity for observation, he tried to explain natural phenomena in several disciplines, such as anatomy, hydraulics, geography, astronomy, botany, mechanics, optics. Equally important is his work as an artist. His refined painting style and his projects with regards to fresco painting and bronze casting were innovative. His writings, such as his Book on Painting, help us to understand his creative process. The course will cover the breadth and variety of Leonardo’s artistic and scientific interests, highlighting his ability to transfer visual findings across fields and disciplines.
This course traces the major trends of Italian art in the 16th century. It is a period dominated by the achievements of Leonardo da Vinci, Raphael, Titian, and above all, Michelangelo. Students will examine these artists in great detail, paying attention not only to their works, but also to their public personas, and to their social framework. We will place great emphasis on the themes of patronage and the social position of the artist in the period. The course will also explore 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 in major subjects and genres, such as portraiture and the nude. Students will be guided to visit Florentine churches, galleries, residences, and squares related to the period, and examine in person masterpieces by representative artists.

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

**Baroque Art**

**ART 350 F**

Cr: 3; Credit 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 equivalent

**Hidden Meanings in Renaissance Art**

**ART 320 F**

Cr: 3; Credit hrs: 45

This course introduces students to the richness and complexity of Renaissance art, focusing mainly on iconography and iconology. The students will learn how to understand and center works of art in the religious, classical, and humanistic contexts of the 15th and 16th centuries. The course will examine a wide range of art forms (paintings, sculptures, medals, tapestries), and artists from southern and northern Europe (including Jan Van Eyck, Piero della Francesca, Sandro Botticelli, Michelangelo, Holbein, Mantegna, Lotto, Raphael, Cranach, and Dürer). We will address the meanings of works of art divided into broad categories of portraiture and patronage, and mythological and religious subjects, through a series of case studies. Renaissance figurative art is full of hidden meanings, which the class will attempt to uncover.

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

**High Renaissance and Mannerism**

**ART 340 F**

Cr: 3; Credit hrs: 45

This course traces the major trends of Italian art in the 16th and 17th centuries. In this period 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 in major subjects and genres, such as portraiture and the nude. Students will be guided to visit Florentine churches, galleries, residences, and squares related to the period, and examine in person masterpieces by representative artists.

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

**International Art Business**

**ART 297 F; Cross listed: BUS 290 F**

Cr: 3; Credit hrs: 45

This is a course designed to introduce students to the art market and the institutional networks that support and promote the art business, and give them an understanding of the current art market and auction house environment. Students will be given the opportunity to meet specialists in order to develop the ability to identify and analyze works of art, learn how to access marketing opportunities, and devise appropriate strategies. The roles 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 particular field.

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

**Images and Words**

**ART 355 F**

Cr: 3; Credit 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: 1) Junior standing; 2) ART 186 Art History II, or equivalent

**Chinese Art in Modern Europe: From the 17th Century to the Present**

**ART 356 F**

Cr: 3; Credit hrs: 45

This course introduces students to global art history and the ties between baroque Europe and late imperial China. Located on the western and eastern extremes of the Eurasian land mass, France and China were trendsetters of culture and science in the latter half of the 17th and the 18th centuries. During the reign of Kangxi (Qing dynasty), Louis XIV of France sent the first Jesuits as missionaries to China. Besides being Roman Catholic priests they were expert astrologers, botanists, and
Prerequisites: ART 186 Art History II, or ART 260 World Art, or equivalents

Museum and Gallery Internship

**ART 360 F**
Cr: 3; Credit 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, collections 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/twelve hours weekly at the internship site; student internship schedules and onsite duties may vary. Please note that the Museum and Gallery internship requires intern to fulfill part of their internship hours on Saturdays.

Note: Placement opportunities are limited, especially for students without Italian language skills. Admission is also contingent upon the student’s CV, two reference letters, a formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon the result of an onsite interview during the first week of the term and an Italian language placement test.

Prerequisites: 1) Art History / Museum Studies majors of sophomore standing; 2) Concurrent enrollment in a course in the same field; 3) Fluency in Italian is advantageous, but not required

**19th Century Art: From Neoclassicism to Post-Impressionism**

**ART 365 F**
Cr: 3; Credit hrs: 45
This course will examine European art between c.1790 and c.1900. This beginning of this period is marked by the passage from Neoclassicism to Romanticism, while its end corresponds to movements, such as Post-Impressionism, that heralded the avant-gardes of the 20th Century. In Europe, the 19th Century was an era of enormous changes, that affected many spheres, from politics to technology. We will investigate the links connecting society, ideology, culture, and the visual arts, and consider themes such as: 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 will be given to the notion of modernity, and its evolution. 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; Credit hrs: 45
Investigation of modern art in Europe and America in the first half of the Twentieth Century. The objective of this course is to introduce students to the philosophical and critical discourse of Modernist painting. Historical developments, internationalism, and the critical discourse of Modernism, are addressed. The first class reviews the artistic and cultural revolutions of the previous half-century. The principal movements covered are Cubism, Expressionism, Futurism, Constructivism, New Objectivity, Dada, Pittura Metafisica, Surrealism, Abstract Expressionism, and Neo-Dada, with particular focus on the pre-World War II historical avant-gardes. Artists studied include Picasso, Matisse, Kirchner, Duchamp, Boccioni, De Chirico, Ernst, Magritte, and Pollock.

Prerequisites: ART 186 Art History II, or equivalent

**Contemporary Art**

**ART 375 F**
Cr: 3; Credit 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, through the dematerialization of the art object in the 1970’s, to the postmodern and deconstructive theories of the 1980’s and 90’s. The course is divided into two main sections: Section One (1950-1980): Abstract Expressionism and Informal Art - Conceptual Art (Europe and USA); Section Two (1980-1990’s): Postmodernism - Current Trends (Europe and USA). The course will give particular attention to the development of Italian art from the 1950s to the present. The objective of this course is to introduce students to the philosophical and critical discourses relating to Modernism and Postmodernism.

Prerequisites: ART 186 Art History II, or equivalent

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

**ART 501 F**
Cr: 3; Credit hrs: 45
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. The course is also writing intensive and introduces students to different types of museum writing and editing.

**Museums: Past, Present and Future**

**ART 502 F**
Cr: 3; Credit hrs: 45
This course provides the student with a survey of the history of collections, collecting, and private and public display of objects from antiquity to the present. Issues addressed include the relationship between collecting, classifying and the birth of museums, the role of travel and conquest 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 are an integral part of the course. Offered fall semester.
Museum Development, Management, and Leadership

**ART 503 F**
Cr: 3; Credit hrs: 45

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 nonprofit 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: 3; Credit hrs: 45

This course addresses 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; 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 and Field Methods I: Methodologies and Resources

**ART 507 F**
Cr: 1; Credit hrs: 20

Students will be introduced to modes and places of research in Florence and will develop and hone critical analytical skills by critiquing published papers in a variety of museum studies fields and using a variety of methodologies. Offered fall semester.

Museums and the Public II: Objects and Audience

**ART 601**
Cr: 3; Credit hrs: 45

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. It involves a minimum of 15 learning 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; Credit hrs: 37,5

This course seeks to address the relationships between aesthetics, religion, and the socio-cultural functions 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 well definitions of art and artifacts. The role of photography and other didactic methods 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; Credit 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; Credit hrs: 37,5

Using case studies and theoretical analysis, 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.

Conservation and Historic Preservation

**ART 605 F**
Cr: 3; Credit 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; Credit 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 and Field Methods II: The Thesis/Practicum Proposal

**ART 607 F**
Cr: 1; Credit hrs: 20

Completed in the early months of the spring term, this course follows “Research and Field Methods I: Methodologies and Resources” and essentially serves as a forum in which students choose their area of concentration and develop the prospectus for the Master’s thesis or Practicum. In the class sessions, students will propose thesis or Practicum topics, present and critique, and revise thesis or Practicum proposals. Students are required to meet with prospective faculty advisors and make a final selection of a Thesis/Practicum Advisor. At the conclusion of this course, students will have selected an advisor and have an accepted proposal which they will present publically. If no advisor is selected by the time the Academic Plan is submitted, an appropriate advisor will be appointed by the Program Director(s). Offered spring semester.

Museum Studies Internship

**ART 620 F**
Cr: 4; Credit 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...
knowledge to understand the functioning of markets and principles affect daily life and how they can use this new interest rates, etc.). Students will learn how these economic study of social level problems, e.g. economic growth, inflation, by consumers and businesses) and macroeconomics (the study of the entire economy. It explains phenomena such as 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

**Principles of Macroeconomics**

**BUS 180 F**

Cr: 3; Credit 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 such as 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.

**Foundations of Management**

**BUS 195 F**

Cr: 3; Credit hrs: 45

This is a foundational level management theory course designed to teach students with no background in business management the core concepts and terminology needed to be successful in subsequent management courses. It emphasizes the functions of planning, organizing, directing, and controlling. In each session the class explores some aspects of management in theoretical terms and then focuses on application of the theory to the practical problems managers face in their work.

**Corporate Social Responsibility**

**BUS 200 F**

Cr: 3; Credit hrs: 45

How do global organizations impact the world? Does social responsibility lie with individuals or with whole companies? The course focuses on the concept of “sustainability,” which refers to the capability of planet Earth 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. Corporate Social Responsibility (CSR) addresses two kinds of responsibilities: companies’ commercial responsibility to run their business successfully, and their social responsibility to local communities and the wider society. In the course we will explore frameworks, contexts, and processes of ethical decision making, environmental ethics, and sustainability, NGOs, auditing and reporting social performance, and stake-holder management.

**Art 625 F**

Cr: 3; Credit hrs: 0

Upon the successful completion of “Research and Field Methods II: The Thesis/Practicum Proposal” in which the student’s thesis proposal is approved and the Thesis Advisor chosen, and all requirements of the Marist College IRB have been fulfilled, the student may begin to research and write their thesis.

Note: All Pre-Doctoral students must complete a thesis.

**Master’s Practicum**

**ART 626 F**

Cr: 4; Credit hrs: 0

Upon the successful completion of “Research and Field Methods II: The Thesis/Practicum Proposal” in which the student’s practicum proposal is approved and the Practicum Advisor chosen, and all requirements of the Marist College IRB have been fulfilled, the student may begin to work on their practicum.

Note: the option for a Practicum is only available for students on the Professional track. All Pre-Doctoral students must complete a thesis.

**Bus – International Business**

**Introduction to Business**

**BUS 130 F**

Cr: 3; Credit hrs: 45

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

**Introduction to Economics**

**BUS 140 F**

Cr: 3; Credit hrs: 45

This course will introduce students to the economic principles and policies affecting the economy. The course will examine both microeconomics (the study of individual decision making by consumers and businesses) and macroeconomics (the study of social level problems, e.g. economic growth, inflation, unemployment, government spending and taxes, money and interest rates, etc.). Students will learn how these economic principles affect daily life and how they can use this new knowledge to understand the functioning of markets and government policies.

Note: This course is not intended for business, finance, economics, marketing or management majors/minors.
Principles of Marketing
BUS 210 F
Cr: 3; Credit hrs: 45
Marketing is a dynamic and 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, the 4 P’s, Market Planning, Retailing and Wholesaling, Target Marketing, Market Segmentation, Services Marketing. Students will also learn about the strategic importance of marketing to an enterprise, whether it be a profit-oriented business firm or a not-for-profit organization.

Principles of Finance
BUS 222 F
Cr: 3; Credit hrs: 45
This course introduces students to the basic concepts of finance. These include time value of money, valuation and risk, assets, securities, financing long-and short-term, capital markets. Students will also be exposed to basic procedures for the application and interpretation of financial statement analysis. The course will combine the theoretical underpinning of finance with real-world examples, including several case study discussions.

Prerequisites: 1) BUS 178 Principles of Microeconomics; 2) BUS 180 Principles of Macroeconomics; 3) MAT 130 Topics in Mathematics for Liberal Arts, or an introductory course in accounting, or equivalent. Mathematical aptitude is required.

Event Planning
BUS 232 F; Cross listed: COM 232 F
Cr: 3; Credit hrs: 60
This course introduces students to special event planning processes and techniques. Emphasis is on learning to create, organize, identify sponsors for, market, and implement different types of events. We will explore this very detail-oriented field as it deals with vendors, contracts, fundraising, budgeting, ethics, and other aspects. Students will research products, competition, and target markets to determine the 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 F; Cross listed: POL 240 F
Cr: 3; Credit 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, social context, and its implications. This course aims to explore the mechanism and consequences of modern China’s economic development as well as of 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: None; POL 150 Introduction to Political Science and BUS 180 Principles of Macroeconomics, or equivalents, are recommended.

Wine Business
BUS 252 F; Cross listed: IGC 252 F
Cr: 3; Credit hrs: 45
This course explores the business and marketing of wine, with special focus on U.S. markets. The Wine trade and consumption in the U.S. have consistently 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 U.S. Population. Italian wines, counting for 30% of U.S. wine imports, are 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 in the wine trade, such as importers, distributors, wholesalers, retailers, while helping to create new professional categories, such as wine writers, wine club managers, and event promoters. In this course students learn the essential skills that will enable them to take on such professions. 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 startup or marketing project.

Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or BUS 195 Foundations of Management, or equivalents; or concurrent enrollment in the Three Cities program

Sustainability: Science, Political Economy and Business
BUS 259 F; Cross listed: POL 259 F
Cr: 3; Credit hrs: 45
This course enables students to develop a deep understanding of the historic development of the concept of sustainability and its theoretical underpinnings, as well as its scientific, technological, and economic dimensions. It discusses the roles of various stakeholders, specifically of governments, NGOs and businesses in furthering sustainable societies. By the end of the course, students will develop their own project regarding sustainability applied to a specific field.

Prerequisites: POL 150 Introduction to Political Science or BUS 140 Introduction to Economics, or equivalents

Crosscultural Communication in the Workplace
BUS 270 F; Cross listed: COM 271 F
Cr: 3; Credit 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 a 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 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.

Made in Italy: A Culture of Excellence
BUS 283 F; Cross listed: SOC 283 F
Cr: 3; Credit hrs: 45
This course examines the “Made in Italy” phenomenon, emblematic of superlative quality. Home to the most iconic labels, brands, and craftsmanship, Italy is known for both its historic legacy and its present-day excellence in many fields. The course addresses the industries and fields of food and cuisine, fashion, and other areas of design, including industrial and architectural. Italian-made goods and services are an integral part of the Italian economy, society, history, and culture. Since a flow of expertise across time and disciplines seems to distinguish “Made in Italy,” students will connect the latter to patterns of continuity and change in Italian society and
Sociology of Consumerism
BUS 303 F; Dual listed: SOC 303 F
Cr: 3; Credit hrs: 45
This 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 relationship 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 sciences or business course

Consumer Behavior
BUS 307 F
Cr: 3; Credit hrs: 45
This course is designed to explore consumer behavior across a number of domains -- from the cognitive biases that impact daily decisions, to the ways in which consumers are influenced by the environment. This course draws from research in behavioral economics, psychology, and marketing and is intended to broadly survey concepts and case analyses in the study and practice of consumer behavior.
Prerequisites: BUS 210 Principles of Marketing, or PSY 150 Introduction to Psychology, or equivalents

International Art Business
BUS 290 F; Cross listed: ART 297 F
Cr: 3; Credit hrs: 45
The course is designed to introduce students to the art market and the institutional networks that support and promote the art business, as well as give 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 particular field.
Prerequisites: ART 180 Art History I, or ART 186 Art History II, or equivalents

Human Resources Management
BUS 301 F
Cr: 3; Credit hrs: 45
The course explores the function of Human Resources Management in a corporate setting, by focusing on the development of knowledge and skills that are crucial for effective managers and leaders. Students will learn the basic principles of designing and operating business organizations, from developing their mission, vision, and strategy to their key organizational features and processes. Throughout the course, students will experience a diverse range of issues, managing people in organizations, including hierarchy, leadership, and communication; systems of reward and recognition; personnel (from recruitment to training and development). We will give appropriate consideration also to the expanding role of corporations, and the way they deal with social problems and issues. At the end of the course, students will have built skills relevant to leadership and management, public speaking and presenting, conflict resolution, teamwork, and business project management among them. Class content is delivered through lectures, group discussions, practical and experiential exercises, and case studies.
Prerequisites: BUS 195 Foundations of Management, or BUS 130 Introduction to Business, or equivalents

Organizational Behavior
BUS 311 F
Cr: 3; Credit hrs: 45
This course is about understanding how people and groups in organizations behave, react, and interpret events. It also describes the role of organizational systems, structures, and processes in shaping behavior, and explains how organizations really work. Drawing from fields including management, anthropology, sociology, and psychology, Organizational Behavior provides a foundation for the effective management of people in organizations.
Prerequisites: BUS 195 Foundations of Management, or BUS
International Marketing

BUS 312 F

Cr: 3; Credit 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 include sourcing materials, capital, labor, and expertise, relocating manufacturing, and distributing products and services to new markets. While there are many benefits, each company must identify the potentially huge risks taken when operating overseas. An uninformed company may suffer tremendous setbacks before obtaining any benefits. This course is an application of marketing principles to the complexities of foreign markets. Emphasis is on the various economic, social, and cultural factors that impact on international marketing, the 4 P’s (product, price, places of distribution, and promotion) and how these aspects of marketing are influenced by the international business environment.

Prerequisites: BUS 210 Principles of Marketing, or equivalent

Integrated Marketing Communication

BUS 313 F; Cross listed: COM 313 F

Cr: 3; Credit hrs: 45

Marketing communication is one of the most exciting and stimulating areas in modern marketing. Its importance has grown dramatically in 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. Students will research and evaluate a company’s marketing and promotional situation and use this information in developing effective communication strategies and programs.

Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or BUS 195 Foundations of Management, or equivalents. Recommended: COM 204 Advertising Principles, or equivalent

Crowdfunding

BUS 314 F; Cross listed: COM 314 F

Cr: 3; Credit hrs: 45

The purpose of the course is to provide students with a sound holistic view of crowdfunding: what it is, what its purpose is, how to take advantage of it or utilize it for projects or businesses, the essential key tips to plan, structure and run a successful campaign, and how to interact and make a campaign even more successful. The course will explain the crowdfunding process and the types of crowdfunding available, and it will focus on examining how the crowdfunding movement has changed the way in which startups and entrepreneurs can get their work to the public.

Students will learn the characteristics of successful versus unsuccessful crowdfunding campaigns, and will also be able to analyze which crowdfunding platforms suit specific projects. Students will also examine the role of culture and context, by observing how and why different countries respond and participate in different ways in the crowdfunding phenomenon. At the end of the course, students will feel comfortable and confident with the concept of crowdfunding and will possess the necessary “know how” to develop an effective crowdfunding campaign strategy.

Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or COM 204 Advertising Principles, or equivalents, or Information majors of junior standing

Economics of the European Union

BUS 315 F

Cr: 3; Credit hrs: 45

As the economic significance of the E.U. and its role at a global level have increased, and as the integration of the economies of the E.U. members have advanced, so the need for a 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 then moves to an examination of its economic aspects. The course is structured as follows: From the E.E.C. to the E.U. (historical evolution), the expansion of the E.U. 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 E.U.

Prerequisites: BUS 180 Principles of Macroeconomics or equivalent. Must be familiar with advanced topics in mathematics

Social Media Marketing

BUS 316 F; Cross listed: COM 316 F

Cr: 3; Credit hrs: 45

This course covers the planning and integration of social media into marketing plans and it will explain how to build winning strategies and how to track their effectiveness. This includes learning about fundamental marketing concepts that are relevant to the digital world and acquiring new skills for creating and implementing successful marketing campaigns, online strategies and operations pursued through new media. Students will be introduced to the most popular social media platforms and will learn about the different types of operations pursued through new media tools and the different purposes of operations pursued through each of them and their proper use to expand business and engage with online customers. In this course, students will be able to build effective digital tactics and gain skills to become social media managers.

Prerequisites: BUS 210 Principles of Marketing, or equivalent

Wedding Planning

BUS 318 F; Cross listed: COM 318 F

Cr: 3; Credit hrs: 60

This course introduces students to Wedding Planning processes and implementation. Students learn to create, organize, coordinate, promote, and market different types of weddings for different faiths and cultures as well as civil weddings. As in the “Event Planning” courses but with greater specificity, students will become familiar with this thriving industry learning about contracts, budgeting, vendors, venues and all other aspects for a successful event that satisfies diverse clients and settings. They will research and evaluate products and services including competition and target markets, working as a team, decision-making and developing business strategies. As part of the course the students will plan and design a typical wedding event with all the features of a real one and will involve interdepartmental collaboration in order to put into practice the skill sets learned.

International Business Negotiation

BUS 322 F

Cr: 3; Credit hrs: 45

Over the last two decades, the rise of new powers and the emergence of the Internet have drastically changed and reshaped the face of the global economy. As the world becomes more interconnected and businesses more innovative and competitive, the demand for competent and professional negotiators has increased. This course provides the students with the skills needed to communicate and negotiate effectively in the context of international business transactions. Through class lectures and practical simulations, students will learn to prepare, conduct, and manage a successful negotiation process.
cope with cultural differences, and deal with the challenges of contemporary local and global markets. Specific case studies will be analyzed and discussed throughout the semester.

Prerequisites: BUS 130 Introduction to Business or BUS 195 Foundations of Management, or equivalents

Corporate Finance
BUS 345 F
Cr: 3; Credit hrs: 45
This course deals with relevant topics in corporate finance from the perspective of financial managers who are responsible for making significant investment and financing decisions. The course covers subjects that are important to decision-making in marketing, operations management, and corporate strategy. Topics will include leasing and leveraged buyouts, dividend policies, capital market efficiency, capital budgeting, financial analysis and forecasting, etc. Because of the practical importance of the material and as an illustration of the relevant theory, examples and cases will be discussed.

Prerequisites: 1) Marketing/Advertising majors of junior standing acceptance is conditional upon the result of an onsite interview supporting documentation by the application deadline, and release, advertising project). Students who enroll must submit supporting documentation (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 the result of an onsite interview during the first week of the term. Ten/twelve 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 is contingent on the student’s CV, two reference letters, a formal letter of intent, and samples of writing and 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 the result of an onsite interview during the first week of the term.

Prerequisites: 1) Marketing majors of junior standing with at least 2-3 prior courses in the field; 2) Concurrent enrollment in a course in the same 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; Credit hrs: 135
This internship provides practical and professional experience in the field of Marketing. The intern is monitored by both the faculty internship supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects the 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 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 is contingent on the student’s CV, two reference letters, a formal letter of intent, and samples of writing and 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 the result of an onsite interview during the first week of the term.

Prerequisites: 1) Marketing majors of junior standing with at least 2-3 prior courses in the field; 2) Concurrent enrollment in a course in the same field. Recommended: Social networking experience. Fluency in Italian may be advantageous, but is not required

Marketing / Event Planning Internship
BUS 367 F
Cr: 3; Credit 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 the 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 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 is contingent on the student’s CV, two reference letters, a formal letter of intent, and samples of writing and 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 the result of an onsite interview during the first week of the term.

Prerequisites: 1) Marketing / PR / Event Planning majors of junior standing with at least 2-3 prior courses in the field; 2) Concurrent enrollment in a course in the same field. Recommended: Social networking experience. Fluency in Italian may be advantageous, but is not required

Marketing / Event Planning Internship
BUS 367 F
Cr: 3; Credit 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 the 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.

Social Media Marketing Internship
BUS 369 F; Cross listed: COM 370 F
Cr: 3; Credit hrs: 135
This internship provides practical and professional experience in the field of Social Media Marketing. The intern is monitored by both the on-site supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects the assessment of weekly reports, two papers, and an overall evaluation. Ten/twelve hours weekly at the internship site; student internship schedules and on site duties may vary.
The placement is with the LdM Social Media Office or with advertising or communication agencies. 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 promotional strategy and advertisement strategy; developing and managing photo archives, the LdM alumni network - which establishes online communication tools for alumni; managing the online database.

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

Prerequisites: 1) Marketing / Communications majors of junior standing with at least 2-3 prior courses in the field; 2) Concurrent enrollment in a course in the same field. Recommended: Social networking experience and strong photography skills. Fluency in Italian may be advantageous, but is not required

Web Marketing Internship
BUS 372 F
Cr. 6; Credit 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 the 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 is contingent on the student’s CV, two reference letters, a formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon the result of an onsite interview during the first week of the term.

Prerequisites: 1) International Business/Marketing majors of junior standing; 2) Concurrent enrollment in a course in the same field. Fluency in Italian may be advantageous, but is not required

Global Financial Markets
BUS 380 F
Cr. 3; Credit hrs: 45
This course offers a broad introduction to global financial system, the dynamics of the main financial markets (U.S., 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 component of the course is the global economic and financial crisis, and the new global financial architecture it produced. We will review crisis’ causes and consequences, while also evaluating the contributions of the numerous government intervention schemes.

Prerequisites: BUS 222 Principles of Finance, or equivalent. Mathematical aptitude is required

Operations Management
BUS 388 F
Cr. 3; Credit hrs: 45
This course focuses on topics common to both production and service operations are emphasized. These include 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) MAT 150 Calculus I, or Calculus with Management Applications; 2) MAT 186 Introduction to Statistics; 3) Accounting or BUS 130 Introduction to Business, or equivalents.

Recommended: BUS 178 Principles of Microeconomics and BUS 180 Principles of Macroecon

Global Strategic Marketing Management
BUS 392 F
Cr. 3; Credit hrs: 45
Building on the international marketing course, this course explores the context of a global environment. The course examines the cultural, social, legal, political, financial, and geographic dimensions of the global marketplace and it assesses the impact and integration of global factors in marketing programs and strategies. Students in this course will analyze the strategies of firms, market entry scenarios, product and service adaptation requirements, pricing issues, challenges in logistics and distribution, global branding and communication issues when companies grow to a global status.

Prerequisites: BUS 210 Principles of Marketing and BUS 312 International Marketing, or equivalents

Developing Leadership Skills
BUS 400 F
Cr. 3; Credit hrs: 45
Leadership is the influencing process of leaders and followers to achieve organizational objectives through change. The purpose of the course is to enable students to become leaders of organizations, and to embark on paths of personal leadership development. The course requires personal curiosity and reflection from students, as well as openness and sharing in class discussion and leadership development groups. The course is designed to build upon fundamental leadership theory and further explore historical and contemporary leadership theories, models, and perspectives within a variety of contexts. Leadership development concepts used in the course will immediately be applicable for students and useful for the rest of their lives.

Prerequisites: Two management courses

Public Speaking and Presentation Skills
COM 105 F
Cr. 3; Credit hrs: 45
This course provides an introduction to public speaking, in group and in whole-class situations. It will help students work at developing both their delivery skills and the material of their presentations, including the choice and organization of ideas and the use of research materials. Students will analyze a variety of speeches, in written and oral forms, and will learn how to assemble outlines to support their own presentations. Classes will also cover voice and body language exercises, and strategies for overcoming performance anxiety.

Introduction to Communications
COM 130 F
Cr. 3; Credit 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 forms of communication. The course introduces students to essential concepts and fundamental theories that describe the processes, functions, natures, and effects of communication. The 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 F**
Cr: 3; Credit 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, social media). 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 the 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 all possible levels.

New Media: Communication in the Digital Age

**COM 182 F**
Cr: 3; Credit hrs: 45
What do we really mean when we use the term “mass media” today? Is it really the same thing we meant twenty years ago, when television was still the main tool for mass information? The digital age has introduced new communications 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 on as “needs.” Following a two-step program, the student will learn about the 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; Cross listed: WRI 185 F**
Cr: 3; Credit hrs: 45
Journalism covers a huge range of output across all media and is an influential form of communication in almost every country in the world. Journalism involves the sifting through 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 and comments. This course will offer an introduction to the history of and the practical skills needed for 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.
Prerequisites: WRI 150 Writing for College, or equivalent

Advertising Principles

**COM 204 F**
Cr: 3; Credit 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 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 creative, marketing and media standpoints; the stereotypes that advertising instills in us and the reaction of our society to these suggestions; how advertising is made, created, and projected.
Prerequisites: COM 180 Mass Communication, or BUS 210 Principles of Marketing, or equivalents

Body Language and Communication Techniques

**COM 212 F**
Cr: 3; Credit hrs: 45
This course enables students to understand and manage body language, and generally increase their relational and communicative capacities, preparing them to enter the working world and achieve greater professional and social success. Students develop expertise relating to verbal and non-verbal communication. Training involves working individually and in groups, and addresses motivation as well as the control of body language. The “learning by doing” methodology engages students in a practical and proactive way through exercises and improvisation, which help them evaluate their individual attitudes and capacities. A blend of participative and creative activities is employed, including theater techniques for non-verbal communication, improvisations, team building, self-presentations, body language exercises, and movement exercises. The course guides each student in the discovery of personal strengths and the activation of a personal plan to develop their expectations and capacities.

Communications Research Methods

**COM 225 F**
Cr: 3; Credit hrs: 45
This course introduces students to the practice of communications research in academic and applied settings. The emphasis will be on how to identify, evaluate, and apply research findings to communication needs. It grounds students in fundamentals of research design and strategy, data gathering, and analysis for a variety of qualitative and quantitative communications research methodologies.
Prerequisites: COM 130 Introduction to Communication, or equivalent

Event Planning

**COM 232 F; Cross listed: BUS 232 F**
Cr: 3; Credit hrs: 60
This course introduces students to special event planning processes and techniques. Emphasis is on learning to create, organize, identify sponsors for, market, and implement different types of events. We will explore this very detail-oriented field as it deals with vendors, contracts, fundraising, budgeting, ethics, and other aspects. Students will research products, competition, and target markets to determine the 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 F**
Cr: 3; Credit hrs: 45
The rules of communication in today’s world are quite complex. Crucial issues and problems are touched upon at such a fast pace, that we may not have time to consider all their ethical implications. This course will explore the ethical dimensions of the world of communication. Journalists, editors, professionals in advertising and public relations are called upon to weigh potential benefits and harm when by covering stories they reveal facts that would not have surfaced, and when they respect conflicting loyalties. They also find themselves confronted by situations in which they must choose between actions that seem simultaneously right and wrong. Everyone
encounters ethical dilemmas when dealing with wartime and peacetime propaganda, the Western world’s information systems, the PR industry, digital convergence and new frontiers for mass communication. The media inevitably shape our image of society whether we are professionals, consumers, or global citizens.

Digital Cultures
COM 248 F
Cr: 3; Credit hrs: 45
The course explores the digital environment that now surrounds us, examining current explanations of this technological and cultural shift and its impact on human identity and interaction. Clearly, this vast new interconnected techno-economic infrastructure is shaping cultural and marketing strategies, learning methodologies, scientific processes, art practices. Now more than ever, we are constantly reshaping our minds and bodies. After all, suspended as we are between cyberspace and actual reality, with digital devices acting as “portals” connecting the two levels, we’re constantly adapting our interactions, community experience and individual identity-building. The course investigates how the increasing trend towards extensive “digitization” and deep “networking” of society — constructed and affected by global users — is really altering us. To do this, students will engage with such topics as the history of the internet, social media, big data research, hacker ethics, remix and tactical media theory, gamification, virality. Students will analyze and present readings on those topics, submit weekly writing assignments, deliver group presentations, and engage in a “hybrid” anthropological research / virtual fieldwork final project.

Literature and Journalism
COM 260 F; Cross listed: LIT 260 F
Cr: 3; Credit hrs: 45
This course will examine the principal relationships between literature and journalism in a comparative context, focusing on American and Italian writers. Authors from Poe to Buzatti, from the exponents of American New Journalism (T. Wolfe, N. Mailer, G. Talese, etc.) to postmodern writers (Fallaci and Tabucchi among others), are considered. The course gives particular attention to the reporter as a character, to fiction and non-fiction style, and to ideas and theories of information, news, chronicles, and the art of communication.

Crosscultural Communication in the Workplace
COM 271 F; Cross listed: BUS 270 F
Cr: 3; Credit hrs: 45
People from different cultures increasingly find themselves in contact with each other in the workplace, both in their country or abroad, when engaged on international projects. How easy is it to step outside our own cultural expectations? This is a 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 simulations which 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 within these frameworks.

Visual Culture in Italy Since 1945
(Art, Design, Media)
COM 277 F; Cross listed: ART 277 F
Cr: 3; Credit hrs: 45
Does a significant thread link a Vespa scooter, Vittorio De Sica’s Neo-Realist movies, Gucci’s bamboo bag, Gio Ponti’s “Superleggera” chair, Giuseppe Cavalli photographs of “trulli” buildings, and Alberto Burri’s “Catrame” canvases? Our working hypothesis is that it is a common visual culture, with elements of national identity, plus uniquely Italian interconnections between fields and disciplines in the creative and productive processes. Students will test this claim by applying a communications-based approach to the whole of Italian visual culture of the period following World War II. We will view works of contemporary art and design as communicators and carriers of cultural messages. This blurs the sometimes artificial distinction between visual arts (sculpture, painting, conceptual art, film, photography) and design (urban planning, architecture, interior, furniture, and industrial design, graphics, and fashion). Students explore selected case studies in which a designer, film director, or artist may have influenced each other or actually interacted. Theory takes a back seat to process and context, but is not ignored. Students learn to “read” a particularly rich, diverse, and complex visual culture — often in the vanguard and the originator of global “icons.” Students also learn concrete ways to innovate by adopting an interdisciplinary approach.

Sports, Culture, and Communication
COM 282 F
Cr: 3; Credit hrs: 45
This course explores the various meanings of sports, how these meanings may be interpreted, and how sports fits into the larger context of society. Students will examine how sports can communicate cultural values, promote health, play an important role in the prevention of chronic diseases and work effectively towards social integration. Particular areas of interest include sports in the context of the following: nationalism and civic pride, health and wellness, social deviance, gender, race, social stratification, sports in higher education, and politics. Students will examine various texts and films that highlight the importance of sports in society. Special emphasis will be given to European and Italian approaches to sports.

Prerequisites: Sophomore standing

Conflict Resolution and Mediation Skills
COM 292 F; Cross listed: PSY 292 F
Cr: 3; Credit 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 in 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; Credit 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 through 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 130 Introduction to Communications, or equivalents.
War and Media
COM 301 F; Cross listed: POL 301 F
Cr: 3; Credit 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 international TV networks such as CNN and al Jazeera; the role of still and moving images; the importance of journalists and journalistic conventions; 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 increasingly 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
Cr: 3; Credit hrs: 45
In times of crisis, the demand for responsible leadership is urgent. It is necessary to transform this urgency into reality when there is a lack of future prospects for young people, communities, 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 the presentation of objective materials and group activities. Topics will include motivation, credibility, influence, power, communication styles, negotiation, ethics, diversity, and current models of leadership.
Prerequisites: COM 130 Introduction to Communications or equivalent

Broadcasting: Italian Culture and Television
COM 305 F
Cr: 3; Credit hrs: 45
This course will examine today’s main trends, strategies, and broadcast in Italian television. We will begin by examining the first steps of commercial television broadcasting at the radio, its rapid development, and how it created distinctive genres in Italy.
Italian state and private television are analyzed and compared. The course will also consider different theoretical approaches to the impact that television has on other media. We will focus also on the deep connections between Italian television and Italian culture.
Prerequisites: COM 130 Introduction to Communications, or equivalent

Intercultural Communication
COM 306 F
Cr: 3; Credit hrs: 45
The course introduces students to the basic patterns of cross-cultural psychology and communication, and 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 examines all the theoretical concepts that are necessary in order 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: Sophomore standing

Intercultural Competencies in the Contemporary Global Context
COM 307 F; Cross listed: EDU 307 F
Cr: 3; Credit hrs: 45
There are countless ways to imagine the changes and challenges that International Education faces towards the process of Globalization. The course aims to provide students with essential tools to understand some of the most pressing issues in the contemporary international order from an intercultural perspective. In this course students will learn the importance of facing an intercultural education experience, how to engage and eventually develop skills and competencies required by the global market, and how we are trying to form the new generation of executives, entrepreneurs and CEOs with a global perspective that will be the future decision makers.
Key Concepts: Intercultural competence, internationalization, International Education, experiential learning, employability
Prerequisites: Sophomore standing

Integrated Marketing Communication
COM 313 F; Cross listed: BUS 313 F
Cr: 3; Credit hrs: 45
Marketing communication is one of the most exciting and stimulating areas in modern marketing. Its importance has grown dramatically in 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 to develop effective communication strategies and programs.
Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or BUS 195 Foundations of Management, or equivalents. Recommended: COM 204 Advertising Principles, or equivalent

Crowdfunding
COM 314 F; Cross listed: BUS 314 F
Cr: 3; Credit hrs: 45
The purpose of the course is to provide students with a sound holistic view of crowdfunding: what it is, what its purpose is, how to take advantage of it or utilize it for projects or businesses, the essential key tips to plan, structure and run a successful campaign, and how to interact and make a campaign even more successful. The course will explain the crowdfunding process and the types of crowdfunding available, and it will focus on examining how the crowdfunding movement has changed the way in which startups and entrepreneurs can get their work to the public.
Students will learn the characteristics of successful versus unsuccessful crowdfunding campaigns, and will also be able to analyze which crowdfunding platforms suit specific projects. Students will also examine the role of culture and context, by observing how and why different countries respond and participate in different ways in the crowdfunding phenomenon. At the end of the course, students will feel comfortable and confident with the concept of crowdfunding and will possess the necessary “know how” to develop an effective crowdfunding campaign strategy.
Prerequisites: BUS 210 Principles of Marketing, or BUS 130
Social Media Marketing

**COM 316 F; Cross listed: BUS 316 F**

Cr: 3; Credit hrs: 45

This course covers the planning and integration of social media into marketing plans and it will explain how to build winning strategies and how to track their effectiveness. This includes learning about fundamental marketing concepts that are relevant to the digital world and acquiring new skills for creating and implementing successful marketing campaigns, online strategies and operations pursued through new media. Students will be introduced to the most popular social media platforms and will learn about the differences between specific media tools and the different purposes of operations pursued through each of them and their proper use to expand business and engage with online customers. In this course, students will be able to build effective digital tactics and gain skills to become social media managers.

Prerequisites: BUS 210 Principles of Marketing, or equivalent

Wedding Planning

**COM 318 F; Cross listed: BUS 318 F**

Cr: 3; Credit hrs: 60

This course introduces students to Wedding Planning processes and implementation. Students learn to create, organize, coordinate, promote and market different types of weddings for different faiths and cultures as well as civil weddings. As in the “Event Planning” courses but with greater specificity, students will become familiar with this thriving industry learning about contracts, budgeting, vendors, venues and all other aspects for a successful event that satisfies diverse clients and settings. They will research and evaluate products and services including competition and target markets, working as a team, decision-making and developing business strategies. As part of the course the students will plan and design a typical wedding event with all the features of a real one and will involve interdepartmental collaboration in order to put into practice the skill sets learned.

Creating the Multimedia Sports Narrative

**COM 351 F**

Cr: 3; Credit hrs: 45

In this course, students gain firsthand 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 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 multimedia sports “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.

Note: A laptop, smartphone, tablet, or digital camera (for audio and video recordings) is required.

Global Sports Marketing

**COM 352 F**

Cr: 3; Credit 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 public relations and publicity, all within the complex nature of international sporting events and audiences. Students will examine the differences 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 need for 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.

Sports in Global Cinema and Television

**COM 353 F**

Cr: 3; Credit hrs: 45

This course will examine portrayals of sports in various forms in movies and television programs from different nations and cultures. Students will begin by examining the history of sports in film and on television. Students will look at the techniques and narratives used to portray sports, noting various themes, ideas, and stylistic choices that are commonplace in the creation of the sports narrative in these media. Students will look at the way in which sports 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 sports films and programs, again looking at 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, nonfiction, as well as documentary projects focused on sports. Throughout the course, students will present papers and presentations on assigned films and readings.

Global Media Strategies

**COM 360 F**

Cr: 3; Credit hrs: 45

This course will focus on using traditional and new media to develop successful media strategies for all stages of the customer relationship cycle. Students explore media usage habits—what media consumers are using and how they use it – to provide guidance on the best ways to reach and dialogue with new and existing customers. Students learn techniques for developing, measuring and improving multi-touch communications strategies for acquiring new customers, retaining existing customers, encouraging repeat purchases and building long-term, profitable relationships.

Prerequisites: 1) COM 313 Integrated Marketing Communication or COM 204 Advertising Principles; 2) COM 300 Public Relations, or equivalents

Communications Internship

**COM 362 F**

Cr: 3; Credit hrs: 135

This internship provides practical and professional experience in the field of Communications. The intern is monitored by both the onsite supervisor and Local-Master faculty member. The grade assigned by the faculty internship supervisor reflects the 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 placement is with a Communications agency. Interns develop and carry out various activities which may include, but are
Communication in Public Administration
Internship

**COM 364 F; Cross listed: ITC 364 F**

**Cr: 3; Credit 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 the 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 Web site; working as a liaison with external offices; drafting translations from English into Italian.

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

Prerequisites: Advanced Italian 1 completed (ITAL 301 level) and concurrent enrollment in an Italian class (ITAL/ITC). Recommended: Strong writing and communication skills; translation experience

Public Relations Internship

**COM 365 F**

**Cr: 3; Credit 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 the 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 placement is at a local Communication and Press 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 is contingent on the student’s CV, two reference letters, a formal letter of intent, a writing sample. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon the result of an onsite interview during the first week of the term. Proficiency in Italian is required.

Prerequisites: 1) Public Relations majors of junior standing with at least 2-3 prior courses in the field; 2) Concurrent enrollment in a course in the same field; 3) Advanced Italian 1 completed (ITAL 301 level) and concurrent enrollment in an Italian class (ITAL/ITC). Exceptional written English required. Recommended: Strong writing and communication skills

Communications / Event Planning Internship

**COM 367 F**

**Cr: 3; Credit hrs: 135**

This internship provides practical and professional experience in the field of Communication 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 the 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 placement is at an Event Management company. Interns develop and carry out various activities which may include, but are not limited to: conceptualizing and organizing commercial and non-profit events independently or as part of a team, writing event proposals, assisting in logistics, communication, marketing and fundraising; working on social media campaigns, assisting in clerical and administrative tasks.

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

Prerequisites: 1) Communications / PR / Marketing / Event Planning majors of junior standing with at least 2-3 prior courses in the field; 2) Concurrent enrollment in a course in the same field. Fluency in Italian may be advantageous, but is not required.
Social Media Marketing Internship  
**COM 370 F; Cross listed: BUS 369 F**  
Cr: 3; Credit hrs: 135  
This internship provides practical and professional experience in the field of Social Media Marketing. The intern is monitored by both the on-site supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects the assessment of weekly reports, two papers, and an overall evaluation. Ten/twelve hours weekly at the internship site; student internship schedules and on site duties may vary. The placement is with the LdM Social Media Office or with advertising or communication agencies. Interns develop and carry out various activities, which may include, but are not limited to: market research based on social media; marketing strategies focused on promotional strategy and advertisement strategy; developing and managing photo archives, the LdM alumni network - which establishes online communication tools for alumni; managing the online database. Note: Placement opportunities are limited and subject to change. Admission is contingent on the student's CV, two reference letters, a formal letter of intent, and samples of writing and marketing work (i.e., blog writing, social media campaign example, press release, advertising project, photos). Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon the result of an on-site interview during the first week of the term.  
Prerequisites: 1) Marketing / Communications majors of junior standing with at least 2-3 prior courses in the field; 2) Concurrent enrollment in a course in the same field. Recommended: Social networking experience and strong photography skills. Fluency in Italian may be advantageous, but is not required.  

Global IMC Campaign Development  
**COM 441 F**  
Cr: 3; Credit hrs: 45  
This course requires student to utilize the skills and knowledge they have acquired in their previous Global IMC courses to develop an insight driven, multi-media, IMC campaign. This will include conducting primary and secondary research to determine and analyze the ideal target audience and uncover the key customer insight. It also involves creating a big campaign idea and multi-media integrated strategy based on the customer insight. Lastly, students will develop a measurable media strategy and all the creative elements for the campaign.  
Prerequisites: 1) BUS 312 International Marketing; 2) COM 411 Global Brand Management or COM 360 Global Media Strategies, or equivalents

Capping: Communications Studies  
**COM 461 F**  
Cr: 3; Credit hrs: 45  
A capping course required of all Senior Communication Majors. The capping course brings cohesiveness to a student’s experience in the major by creating connections among the various sub-fields in which students have specialized, and it reinforces connections between the communication major, the student’s cognate, and the student’s experience in the Core.  
Prerequisites: Communications Studies majors of senior standing

Global Brand Management  
**COM 411 F**  
Cr: 3; Credit hrs: 45  
This course is designed to provide an in-depth study into the major components involved in developing successful global brands. In this course, students will develop and apply research-based strategic planning to the development of new or existing global brands. This process involves examining the principles of consumer and shopper behavior and exploring the impact of current consumer and global trends on new and existing brands. Students will use primary and secondary consumer research to further develop a new or existing global brand. At the conclusion of the class, students will develop integrated communications campaigns designed to launch the brand, acquire customers and develop long-term, profitable relationships in multiple global markets.  
Prerequisites: 1) COM 313 Integrated Marketing Communication or COM 204 Advertising Principles; 2) COM 300 Public Relations, or equivalents

Consumer Insights and Strategic Development  
**COM 421 F**  
Cr: 3; Credit hrs: 45  
Consumer behavior is defined as the behavior that consumers, groups or organizations display in searching for, purchasing, using, evaluating and disposing of products and services that they expect will satisfy their needs. Consumer Insights teach students the psychology of how consumers think, feel, reason, and select between different alternatives (e.g., brands, products, and retailers), and how consumers are influenced by their environment (e.g., culture, family, peers, media). In this course, students will learn to uncover and utilize relevant global and regional consumer insights to develop effective integrated marketing communication strategies. Blending the theory and practice of consumer behavior within a global context, students will delve beyond the consumer’s functional needs to understand the deeper needs, wants and motivations that drive consumer behavior. They will also understand that consumer behavior differs depending on the consumer’s cultural and socio-economic background.  
Prerequisites: 1) COM 313 Integrated Marketing Communication or COM 204 Advertising Principles; 2) COM 300 Public Relations, or equivalents

Peace Education  
**EDU 302 F**  
Cr: 3; Credit 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 centers 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 U.S. and founded alternative 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

Intercultural Competencies in the Contemporary Global Context  
**EDU 307 F; Cross listed: COM 307 F**  
Cr: 3; Credit hrs: 45  
There are countless ways to imagine the changes and challenges that International Education faces towards the process of Globalization. The course aims to provide students with essential tools to understand some of the most pressing issues in the contemporary international order from an intercultural perspective. In this course students will learn the importance of facing an intercultural education experience, how to engage and eventually develop skills and competencies required by the global market, and how we are trying to form the new generation of executives, entrepreneurs and CEOs with a global perspective that will be the future decision makers.  
Key Concepts: Intercultural competence, internationalization,
Introduction to Multicultural Education

**EDU 350 F**

Cr: 3; Credit hrs: 45

Provides students with an understanding of the concepts, theories and strategies that constitute the five major dimensions of multicultural education as defined by James A. Banks: equity pedagogy; content integration; knowledge construction process; prejudice reduction; empowerment in school culture and social structure. We will explore these dimensions within the context of the host culture of Italy and analyze these forms of knowledge in terms of cultural differences, inclusions, and exclusions. Students will reflect on and describe how multicultural education connects with their experiences in the communities and in the schools in Italy. Because prior knowledge and cultural experiences shape our beliefs and values, students need to critically analyze their notions of race, culture, and ethnicity. Through immersion and first-hand experiences we will explore and inquire into how culture and different cultural contexts influence one's beliefs and behavior.

Prerequisites: An introductory course in Education, or equivalent

**Education Internship**

**EDU 361 F**

Cr: 3; Credit 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 the 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 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 for children aged 18 months to 3 years.

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

Prerequisites: 1) Education or Child/Adolescent Psychology majors of junior standing, 2) Concurrent enrollment in a course in the same or related field. Fluency in Italian may be advantageous, but is not required

**ENV – GEOGRAPHY AND ENVIRONMENTAL STUDIES**

**Introduction to Environmental Issues**

**ENV 180 F**

Cr: 3; Credit hrs: 45

Introduction to ecological concepts that provide a foundation for understanding present and future critical environmental issues such as population growth, natural resources, pollution, 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; Credit hrs: 45

Particular emphasis is given to the relationship between the geography and history of the region, from the Etruscans, early 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 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; Cross listed: IGC 280 F**

Cr: 3; Credit hrs: 45

This course explores food and gastronomy in the light of environmental preservation, sustainable agricultural practices, the conservation of biological diversity, and cultural 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**

**Introduction to Women’s Studies**

**GND 190 F**

Cr: 3; Credit hrs: 45

This course is a survey of the social and political development of women through the 20th and early 21st centuries. Emphasis is on the movements promoting women’s rights in the realms of education, sexuality and reproduction, and on the evolution of feminism and its theories. Students will be introduced to issues concerning feminism, race, ethnicity, religion, sexuality and their connection and interaction with gender (intersectionality).

**Women, History, and Culture**

**GND 250 F**

Cr: 3; Credit 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. 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 the 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 a prior course in women’s/gender studies, or equivalent

**Love and Natural Selection: Science and Myth**  
**GND 280 F; Cross listed: PSY 280 F**  
Cr: 3; Credit hrs: 45

Students enrolled in this course will examine the reach of Darwin’s theory of natural selection, and its impact on religion, gender, and race, while uncovering some common misconceptions about Darwin’s work. The Origin of Species brought about a profound intellectual revolution not only in the natural, but also in the social sciences. Part one of the course will examine the building blocks of Darwin’s theory and its dissemination, reception, and legacy. Part two, will examine the theoretical basis of modern evolutionary biology and analyze some of the most popular (and contested) theories of evolutionary psychology concerned with human reproduction, gender, relationships, and beauty. The course will further offer a critical study of some evolutionary ideas after Darwin, focusing on eugenics, revealing flaws in modern popular scientific discourse, as well as potential limitations to the scientific method and culture. Student presentations will focus on Darwin’s influence on different areas, such as art and media, but also our understanding of physical and mental disabilities.

**Women in Religion**  
**GND 286 F; Cross listed: REL 286 F**  
Cr: 3; Credit 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 questions of gender (im)balances from within three 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 in 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 texts and 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.

**Women of the Medici Family**  
**GND 290 F; Cross listed: HIS 295 F**  
Cr: 3; Credit hrs: 45

This course is an introduction to some of the most famous women of the house of the Medici (1368-1743). Particular emphasis will be given to their biographies and the unique role that these women played in the European history. The Medici are the best-known and most prestigious Tuscan family; their history developed over four centuries and embraced thirteen major lineages. Emphasis will be given to their biographies and the unique role of Florence. They emerged as merchants, became the most powerful men, their children, their strategy of power, and their role in the Florentine, Italian and European life.

**History of Prostitution**  
**GND 302 F**  
Cr: 3; Credit hrs: 45

In the context of sexuality and body within the Western tradition, this course examines prostitution as a complex phenomenon at the intersection of gender roles, sexual practices, religious and moral views, social power and legal boundaries. The course will focus on classical antiquity, with some reference to the earliest historical cultures, and on the period spanning from medieval and early modern times to the Reformation. Strictly adhering to an interdisciplinary approach, we will touch upon history, religion, mythology, philosophy, visual arts, literary sources, and legal documents. Readings and discussions will address prostitution in Western society today, taking into consideration current research on the topic, and also public perceptions and understanding.

**Prerequisites:** Junior standing

**Female Characters in 20th Century Fiction**  
**GND 303 F; Cross listed: LIT 303 F**  
Cr: 3; Credit hrs: 45

This course will explore some of the most interesting and important female characters created in 20th-century European and American fiction. These characters include some 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. One of the purposes of the course will be to compare and contrast these characters with those created by female authors—these include 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; you, the students, will be challenged to overcome the enclosures of critical theories, and experience how great literature can never be reduced to a mere system.

**Prerequisites:** A prior course in literature and/or women’s/gender studies

**Contemporary Feminist Theories**  
**GND 310 F**  
Cr: 3; Credit hrs: 45

This course examines conceptual and political issues in contemporary feminist theories, focusing mainly on European and Anglo-American feminisms. We will examine different theoretical expressions, such as movies, essays and other artistic works. Issues to be discussed include power and the production of knowledge, the personal as political, and the relation between feminist theories and queer activism. The aim of the course is to create a situation whereby students can engage and become familiar with the most important aspects of contemporary feminist theories and practices. Discussion and intellectual exchange will be encouraged as much as possible.

**Prerequisites:** GND 190 Introduction to Women’s Studies, or equivalent

**Contemporary Italian Women Writers**  
**GND 325 F; Cross listed: LIT 325 F**  
Cr: 3; Credit hrs: 45

Exploration of the work of contemporary women writers. The XXth century marks shifts in literature as well as in the social condition of women in Italy. The course takes us from strivings towards emancipation (Sibilla Aleramo, Natalia Ginzburg, Lalla Romano) to the explosion of the second wave feminism (Elsa Morante, Elena Ferrante). Emphasis is given to the Italian feminist movement (emblemized by the “Rivolta femminile” manifesto of 1970). Students read in translation selected works, primarily fiction and autobiography, using the tools of literary criticism. One goal of the course is to read groundbreaking works. Several texts are read in their entirety.

**Prerequisites:** sophomore standing and a college English course
Western Civilization

HIS 130 F
Cr: 3; Credit 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, two World Wars, and challenges in the late 20th and early 21st centuries.

The Making of Modern Europe from Antiquity to the French Revolution

HIS 150 F
Cr: 3; Credit hrs: 45
The course explores the vast physical, social, political, and mental changes that occurred in European societies from the rise of the 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 the Roman civilization on subsequent European empires and states. The evolution of Europe's external relationships 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 to understand 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; Credit 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 civilization on subsequent European empires and states. The evolution of Europe's external relationships 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 to understand 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 F; Cross listed: ANC 200 F
Cr: 3; Credit hrs: 45
This course offers a general though comprehensive introduction and overview of the 14-century lasting civilization of Ancient Rome, from its origins as a monarchy to the “Fall of Rome” and the beginning of the Middle Ages. Alongside the study of main historical events, 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 end of the Roman world and the birth of a new society; the historiographical “myth of Rome.” In order to stimulate students’ critical skills in observing historical phenomena, a problem-oriented approach will be supported by readings of primary sources.

Medieval Civilization and Culture

HIS 212 F
Cr: 3; Credit 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 advent 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 accompanied 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. Themes 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, Ottoman, 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; Cross listed: ANC 215 F
Cr: 3; Credit 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 explored 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 the 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; Cross listed: REL 235 F
Cr: 3; Credit hrs: 45
This course is an introduction to the Holocaust, its legacy, and its implications. The course will explore Christian anti-Judaism as one of many factors in the Nazi rise to power and the “Final Solution,” various accounts of life in the Nazi ghettos and death camps, and the Christian and Jewish efforts to remember the Holocaust within particular communities and places. The
course will focus on the Holocaust of the Italian Jews, in the context of the rising Fascist movement, and party, in Italy, and the Racial Laws it produced. We will look at individual stories of persecution, deportation, and salvation in the various cities of Italy. Further, we will study in depth how the Vatican and the Italian society responded to the Holocaust, from WW II up until today.

The Age of Barbarians: The “Fall” of the Roman Empire and the Birth of Medieval Europe

**HIS 247 F; Cross listed: ANC 247 F**
Cr: 3; Credit hrs: 45

The course provides a survey of the European “Dark Ages” by following the long transition that transformed the Western Roman Empire into a turmoil of barbarian kingdoms. This “Age of Barbarians” (4th -7th centuries CE; from Constantine to Charles the Great), also known as “Late Antiquity,” witnessed important political, religious and socio-economic changes, which effectively shaped Western Europe: during the process, several Roman institutions and traditions were granted continuity, while many others were forever obliterated. The available and often fragmentary sources – the most significant of which will be analyzed in class - paint a complex scenario, oscillating between aborted legacies, political upheavals and attempted revivals of an unsurpassable ancient glory, the former imperial unity slowly dissolves in a plurality of different new national and cultural identities. Respective focuses on each specific context involved (Italy, France, Spain, Britain, Germany, North Africa) will encompass most of the classes. Instability, delusional hopes and the lack of an imperial authority in the West, will last until the Christmas Night of 800 CE, when the Pope will crown a new Emperor of Rome, who will be defined “Roman,” although being a “barbarian.”

The Social World of Renaissance Italy

**HIS 248 F**
Cr: 3; Credit 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 with regard to their behaviors 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; Credit hrs: 45

The course offers students a firsthand experience of the historical center of Florence and its quartieri, the four quarters into which the city has been divided since 1252. Each quarter, 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. Issues discussed include the construction of identity (individual, family, neighborhood, civic); the nature of social capital, networks, and agency; the creation and preservation of community culture; and heritage and transformation. Site visits form an essential part of the learning experience.

Galileo’s World: His Life and Contributions to Modern Science

**HIS 252 F**
Cr: 3; Credit hrs: 45

Starting with a framework for the origins of science, we will study how Galileo Galilei’s works changed our understanding of the natural world. Based upon the emerging works of Copernicus, Brahe, and Kepler, Galileo (1564-1642) boldly took a stance against Aristotle in areas of mechanics and astronomy based on the scientific methodology that he founded. The course explores Galileo’s social and academic standing, his hypochondria, his religious faith, his connections to the Medici, and his relationships to clergy and Popes, which all influenced his life’s decisions and work within the context of the late Renaissance. There are many sides to Galileo. The myths that surround his life, research, written works, and encounters with the Holy Inquisition will be dispelled through careful investigation of primary and secondary sources. The course invites students to reflect on Galileo’s impact on the nature of scientific activity and politics within the modern world, dominated by rapid technological change.

Cultural Networking in the Renaissance

**HIS 267 F; Cross listed: SOC 267 F**
Cr: 3; Credit hrs: 45

During this past decade or two online social networks have become an integral part of our lives. The innovation of this type of social organization leaves us with the illusion that nothing of the sort existed beforehand. This course strives to challenge this assumption by examining the Renaissance through its cultural networks.

While Renaissance authors have traditionally been described as individual poets or humanists, infrequently as part of a group or a network, this course will show how the academies, courts and literary salons brought together geographically distant humanists, courtiers, writers and artists, creating networks between “face to face” encounters. In addition, it will introduce the notion of a “Republic of Letters,” networks created through the exchange of letters. The course will focus on readings of humanist dialogues and of letters and on the fascinating experience of working with manuscripts. Moreover, it will apply recent sociological theory to investigate links between the various circles of intellectuals. Aside from analyzing past and recent networks, the students will experiment with the creation of various types of networks, as part of the projects assigned in the framework of the course.

Prerequisites: Junior standing or a course in history or sociology

Lifestyle in Renaissance Florence

**HIS 280 F; Cross listed: ART 280 F**
Cr: 3; Credit hrs: 45

This course examines the social, economic, political, and artistic life of Florence and its close relationship to the fortunies (and misfortunes) of a group of notable Florentine families, such as the Medici, Rucellai, Strozzi, and Pitti, through the analysis of artworks and objects, including wedding chests and other furniture, ceramics, jewelry, luxury clothing, and coats of arms. A study of these families, their history, their public and private lives, will help illustrate and uncover many significant characteristics of the city, not only in the past, but also today, as some of these families are still active in the social, political, and economic life of Florence.

Italy’s Contribution to Modern Science

**HIS 281 F; Cross listed: PHI 281 F**
Cr: 3; Credit hrs: 45

This course introduces science students to the historic developments of the basic principles and theories of physics, astronomy, engineering, chemistry, medicine and biology. Students learn about the contributions of great Italian natural philosophers and scientists, from the early modern period, through the Enlightenment era, up to today (including Fibonacci, Galileo, Malpighi, and Fermi). The development of the
different disciplines is studied in the context of relevant historic events and philosophical belief systems. A specific emphasis is also placed on the development of scientific methodology and principles of ethics in the sciences.

The Renaissance Theory of Love
**HIS 285 F; Cross listed: PHI 285 F**
Cr: 3; Credit 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: PHI 130 Western Philosophy, or HIS 130 Western Civilization, or equivalent

Florence and the House of the Medici
**HIS 286 F**
Cr: 3; Credit 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 to the early 18th century, from the rise of the Medici bank founded by Cosimo the Elder, to the final collapse of the house of the Medici when the last Medici Duke died in 1737. Through their immense power, the members of the Medici family ruled Florence, controlled the papacy, acted as the “needle of the Italian compass,” and sometimes influenced the policies of an entire continent. This course will provide students with an understanding of the history, politics, civic, and daily life of the period. The Medici were statesmen, scholars, patrons of the arts, collectors, entrepreneurs, and impresarios. Some of them were poets; others were popes. The course will introduce students to the philosophical and artistic movements of the time, and will investigate the works of some of the artists who worked for the Medici—Michelangelo, Poliziano, Donatello, Botticelli, and several musicians among them. Lectures will be supplemented by visits to the churches, museums, palaces, and galleries, that are relevant to the study of the Medici family.

Italy in the American Imagination
**HIS 288 F**
Cr: 3; Credit hrs: 45

Italy is not just a country, it is a civilization; a culture, admired, envied and imitated by many—especially Americans. Italy is also an idea in the minds of Americans. Italy has loomed large in the U.S. imagination, as a source of western culture and as a point of reference for defining what it is to be an American. In this course we will identify some of the factors that have shaped the diverse ideas Americans have held about Italy, and especially to the manifestation of these theories in art and literature. We will analyze how “imagined Italy” shaped Americans’ own sense of identity. We will explore four centuries and embrace 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. We will explore four centuries of the Medici family, its men, its children, its power, and its role in Florentine, Italian and European life, through the lens of the lives of the Medici women.

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

Europe since 1945
**HIS 299 F**
Cr: 3; Credit 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

The 1960s: A Global Counter Cultural Movement
**HIS 290 F**
Cr: 3; Credit hrs: 45

The course will introduce the students to the seminal decade of the 1960’s through the most important social, cultural, and artistic achievements of the period. We will focus especially on Italy, Great Britain, France, and the USA. 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 (topics include McCarthyism and Eurocommunism.) Students will investigate how this cultural climate contributed to the rise of a new responses to politics, minorities, women, culture, and social values. The central part of the course will focus on some of the leading personalities of the time, Martin Luther King, J. F. Kennedy, and D. Cohn-Bendit among them, and the main themes of the cultural debates of the time: pacifism, new social values, individual creativity, and civil rights. The last part of the course will consider the achievements of the 1960’s, and reflect on its most important consequences.

Women of the Medici Family
**HIS 295 F; Cross listed: GND 290 F**
Cr: 3; Credit hrs: 45

This course is an introduction to some of the most famous 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. We will explore four centuries of the Medici family, its men, its children, its power, and its role in Florentine, Italian and European life, through the lens of the lives of the Medici women.

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

Italian Renaissance Civilization and Culture
**HIS 300 F**
Cr: 3; Credit 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 14th century to the end of the 16th 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.” Grounded in this credo, the course focuses on the great personalities of the
Italian Renaissance in the fields of the visual arts, literature, and philosophy, and also 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, Petrarcha, Boccaccio, Pico della Mirandola, Machiavelli, as well as merchants and bankers. All these individuals left their mark on 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; Cross listed: PHI 318 F**

Cr: 3; Credit 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 as the one held by natural science in today’s society. This course explores the spiritual and magical world imagined by 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: PHI 130 Western Philosophy, or HIS 130 Western Civilization, or equivalent

**Muslins, Jews and Witches: Outsiders in Medieval and Renaissance Europe**

**HIS 320 F**

Cr: 3; Credit 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 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

**Magna Graecia: Ancient Greeks in Italy**

**HIS 346 F; Cross listed: ANC 346 F**

Cr: 3; Credit hrs: 45

This course studies the extraordinary flourishing of ancient Greek culture in the region corresponding to present-day 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. “Great(er) 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, often 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.

Prerequisites: A prior course in classics, archaeology, history, religion, or equivalent

**International Terrorism**

**HIS 380 F; Cross listed: POL 380 F**

Cr: 3; Credit hrs: 45

This course examines 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 related to political or religious ideology. It addresses questions like the following: What is a terrorist and how should terrorism be defined? What are the motivations behind the use of terrorism and political violence? What are the policies that states are adopting to combat terrorist attacks? What is the future of terrorism and counter-terrorism? The course looks briefly at the “terror regimes” of previous centuries, and then studies the different forms of terrorism in the 21st century in terms of their geopolitical areas and their goals of the destabilization of governments and democratic systems and gaining political independence. The course includes analysis of current events and case studies.

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

**The Second World War**

**HIS 390 F**

Cr: 3; Credit 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; Credit 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.

**Food and Literature**

**LIT 212 F; Cross listed: NTR 212 F**

Cr: 3; Credit hrs: 45

The purpose of this course is to study the function of food in modern literature. It will focus on the major Italian writers and some foreign writers. The diversity of these writers’ inspiration will bring to light that the role of food is complex, heterogeneous, and is rooted in many philosophies. The analyses of the short
Italian Crime Fiction

LIT 220 F
Cr: 3; Credit hrs: 45

From the mid-twentieth century, Italian writers such as Gadda and Sciascia began to integrate features of the crime genre into their novels and short stories, to such an extent that mystery became a tool of analysis for contemporary Italian realities. By the 1990s, a new generation of writers such as Camilleri, Ammaniti, and Lucarelli had created an Italian version of this literary genre, the “Italian noir,” aiming 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. By studying these works, we will be able to investigate contemporary Italy from a socio-cultural perspective. Geographical, historical, political, and linguistic factors are at play, affecting also different forms of organized and unorganized crime, and differences in the relationship between citizens and the law. During the course, Students will also analyze the foreign counterpart of Italian crime fiction, i.e. the the works of authors such as Dibdin, Highsmith, and Harris.

Italian Literature and Society: 1945 to the Present

LIT 245 F
Cr: 3; Credit hrs: 45

This course is two-pronged: It is both an introduction to contemporary Italian literature and society and it teaches students how to read a literary text. We will focus on works of fiction beginning with those of Leonardo Sciascia and continuing with the works of such writers as Alberto Moravia, Pier Paolo Pasolini, Italo Calvino, among others. We will read and discuss both literary texts and works on Italian history and society. The readings will be complemented by a series of original video documentaries and feature films. The purpose of the videos is to contextualize the works within the social and cultural landscape of contemporary Italy. The course methodology will be based on assignments prepared in advance by the students and on class discussions, alternated with oral presentations by the students.

Literature and Journalism

LIT 260 F; Cross listed: COM 260 F
Cr: 3; Credit hrs: 45

This course will examine the principal relationships between literature and journalism in a comparative context, focusing on American and Italian writers. Authors from Poe to Buzzati, from the exponents of American New Journalism (T. Wolfe, N. Mailer, G. Talese, etc.) to postmodern writers (Fallaci, D.H. Lawrence, E.M. Forster, Thomas Harris, Magdalen 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). The works of some Florentine writers such as Dante Alighieri and Vasco Pratolini will be included as well.

Many Italies, Other Italies: Modern Literary Representations

LIT 285 F
Cr: 3; Credit 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 centuries. Far from being the homogeneous culture that it is often perceived as from abroad, Italian culture is a very complex text where many different, and sometimes conflicting voices and images merge. 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.

Dante’s Quest for Love—from the Divine Comedy to Contemporary Culture and Media

LIT 288 F; Cross listed: MAS 288 F
Cr: 3; Credit hrs: 45

The Divine Comedy unfolds around the plea made by Dante the pilgrim to Vergil while journeying the afterlife—“Therefore I pray you, gentle father dear, to teach me what love is”. Such question encapsulates an issue that engages some of the most prominent minds in late medieval Europe. Between the twelfth and the fourteenth centuries love is the subject matter of a debate to which natural philosophers, theologians, and poets contribute. In addition to expanding into an exceptionally wide range of subjects, Dante’s journey has inspired, since its appearance, a seemingly endless variety of artistic versions. The course starts off with a discussion about classical sources (Ovid: Metamorphoses, Art of Love, Remedies of Love) and the twelfth-century strikingly successful conception of courtly
love, expounded by Andreas Capellanus in his ‘love manual,’
a bestseller of the time. Students will then be introduced to the
Divine Comedy most meaningful characters and passages
through Dante’s text, as well as renderings coming from
multiple fields—figurative arts (Sandro Botticelli, Gustav Doré,
Salvador Dalí); music (Franz Liszt); TV (Peter Greenaway);
movies (Giuseppe de Liguoro 1911 silent movie, and Franco
Zefferelli’s pre-production L’Inferno); animation movies (Sean
Meredith and Boris Acosta).

Contemporary European Literature
LIT 300 F
Cr: 3; Credit 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 Gaite (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
Cr: 3; Credit 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, to create his tremendous effect on social and
political life. 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

Female Characters in 20th Century Fiction
LIT 303 F; Cross listed: GND 303 F
Cr: 3; Credit hrs: 45
This course explores some of the most interesting and
important female 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.
Prerequisites: A prior course in literature and/or women’s/
gender studies

The Age of Heroes: The Iliad, the Odyssey, the
Aeneid, and the Origins of Western Literature
LIT 306 F; Cross listed: ANC 306 F
Cr: 3; Credit hrs: 45
The course focuses on ancient epic literature through the
analysis and comparison of some of the oldest and greatest
works of Western civilization. Through the reading of the most
significant chapters of the Iliad and the Odyssey, students will
get in contact with the supernatural world and the mighty
heroes described by “ Homer” in 8th century BCE. These stories,
considered the “Bible” of classical civilization, show how Greeks
used myth to express archetypal values, which became immortal
for successive generations and civilizations. Myths are analyzed
not only as amazing stories but also as expression of ancient
cultural traditions, and as primary forms of communication and
instruction. The influence of Greek myths on Roman legends
will then be observed through the reading of some passages of
the Aeneid, the national poem of Rome written by Virgil in the
1st century BCE.
Prerequisites: A prior course in classics, literature, or religion

Masterpieces of Italian Literature
LIT 307 F
Cr: 3; Credit 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 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, Petrarcha, Boccaccio: Italian Literature of
the 14th Century
LIT 315 F
Cr: 3; Credit hrs: 45
This course deals with the three most important figures of
Italian literature from the 14th century: Dante, Petrarch, 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, a discussion about Dante’s political thought will
be developed through a reading of the relevant Cantos of his
masterpiece the Divine Comedy as well has some readings
from the Monarchia. Together with Dante’s Divine Comedy,
the literary works which will receive the most attention will
be Petrarcha’s Canzoniere and Boccaccio’s Decameron.
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

Contemporary Italian Women Writers
LIT 325 F; Cross listed: GND 325 F
Cr: 3; Credit hrs: 45
Exploration of the work of contemporary women writers. The
XXth century marks shifts in literature as well as in the social
condition of women in Italy. The course takes us from strivings
towards emancipation (Sibilla Aleramo, Natalia Ginzburg,
Lalla Romano) to the explosion of the second wave feminism
(Elsa Morante, Elena Ferrante). Emphasis is given to the Italian
Italian Grand Tour: Italy through the Eyes of Famous Travellers

LIT 350 F
Cr: 3; Credit hrs: 45

This course is an introduction to the literature generated by the Grand Tour, a cultural phenomenon that began between the 18th and the 19th centuries, and continued through the 20th. We will mainly do close reading of the memoirs, letters, and diaries written by some of the most famous artists, writers, and intellectuals who traveled to Italy, and resided here. Our selection will include British, German, and American writers. By examining these writings, we will have the chance to study the history, the works of art, the monuments, and the folklore events of the main Grand Tour destinations: Venice, Florence, Rome. By reading the notes of famous travelers visiting Italy, students will compare and contrast both idealized views and stereotypes, some of them still alive.

Logical, Critical, and Creative: The Power of Reason

PHI 225 F
Cr: 3; Credit 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 consistently 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 formal logic and categorical propositions, and syllogisms. Some attention is given to propositional logic, how to use truth tables and predicate logic.

Environmental Philosophy

PHI 230 F
Cr: 3; Credit 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 to solve 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 to attain these ends. The reason for naming 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 examined. 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.

From Plato to Machiavelli: Classical Political Thought

PHI 260 F; Cross listed: POL 260 F
Cr: 3; Credit 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 emerging ideas of Luther and Calvin. Finally, the course will sustain our early modern adaptations of these thought systems as manifested in the rationalism of Hobbes.

**Prerequisites:** PHI 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalent, or sophomore standing.

**Responsibility and Justice Towards Future Generations**

**PHI 264 F; Cross listed: POL 264 F**

**Cr:** 3; **Credit 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 arguing for responsibility, others arguing 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**

**PHI 265 F; Cross listed: POL 265 F**

**Cr:** 3; **Credit 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 totalitarian political person 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.

**Italy’s Contribution to Modern Science**

**PHI 281 F; Cross listed: HIS 281 F**

**Cr:** 3; **Credit hrs:** 45

This course introduces science students to the historic developments of the basic principles and theories of physics, astronomy, engineering, chemistry, medicine and biology. Students will learn about the contributions of great Italian natural philosophers and scientists, from the early modern period, through the Enlightenment era, up to today (including Fibonacci, Galileo, Malpighi, and Fermi). The development of the different disciplines is studied in the context of relevant historic events and philosophical belief systems. A specific emphasis is also placed on the development of scientific methodology and principles of ethics in the sciences.

**The Renaissance Theory of Love**

**PHI 285 F; Cross listed: HIS 285 F**

**Cr:** 3; **Credit 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 Neoplatonict 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:** PHI 130 Western Philosophy, or HIS 130 Western Civilization, or equivalent.

**Contemporary Issues in Bioethics**

**PHI 288 F**

**Cr:** 3; **Credit 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 the 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.

**The Role of Magic in Renaissance Thought**

**PHI 318 F; Cross listed: HIS 318 F**

**Cr:** 3; **Credit 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 as the one held by natural science in today’s society. This course explores the spiritual and magical world imagined by 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: PHI 130 Western Philosophy, or HIS 130 Western Civilization, or equivalent

POL – POLITICAL SCIENCE AND INTERNATIONAL STUDIES

Introduction to Political Science

POL 150 F
Cr: 3; Credit 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 skills. Furthermore, this course will define basic concepts such as politics, government, nation, state, types of political systems, and the development of political institutions.

China's Development and the Global Shift

POL 240 F; Cross listed: BUS 240 F
Cr: 3; Credit 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, social context, and its 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: None; POL 150 Introduction to Political Science and BUS 180 Principles of Macroeconomics, or equivalents, are recommended

Globalization and Social Change

POL 250 F
Cr: 3; Credit hrs: 45
This course critically examines the subject of globalization from a sociological perspective. Globalization in some fashion has been happening for centuries, but never before has it so strongly reshaped society everywhere as today. Through an interdisciplinary approach that combines perspectives from sociology, anthropology, political science, economics, and philosophy, students attain an understanding of some fundamental features of globalization. Exploration of selected substantive topics (case studies) helps root the general in the particular. The concept of globalization; the central themes of changing communications and social networks; the main economic, political, and ideological dimensions of globalization, are analyzed. Emphasis will be given to a set of interconnected themes: the role of capitalism and other systems; the function and effectiveness of institutions such as the IMF and the World Bank; changes in global governance; the relationship between globalization, inequality, and poverty; the fate of cultural diversity in a globalizing world; issues of gender, ethnicity, environment, social justice, and human rights.

Sustainability: Science, Political Economy and Business

POL 259 F; Cross listed: BUS 259 F
Cr: 3; Credit hrs: 45
This course enables students to develop a deep understanding of the historic development of the concept of sustainability and its theoretical underpinnings, as well as its scientific, technological, and economic dimensions. It discusses the roles of various stakeholders, specifically of governments, NGOs and businesses in furthering sustainable societies. By the end of the course, students will develop their own project regarding sustainability applied to a specific field.

Prerequisites: POL 150 Introduction to Political Science or BUS 140 Introduction to Economics, or equivalents

From Plato to Machiavelli: Classical Political Thought

POL 260 F; Cross listed: PHI 260 F
Cr: 3; Credit 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 emerging 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: PHI 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalent, or sophomore standing

Responsibility and Justice Towards Future Generations

POL 264 F; Cross listed: PHI 264 F
Cr: 3; Credit 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 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 arguing for responsibility, others arguing 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; Cross listed: PHI 265 F
Cr: 3; Credit 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: PHI 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalent, or sophomore standing

Women and Equality: Policy Matters

POL 266 F
Cr: 3; Credit hrs: 45

Many modern organizations and societies organize their division of labor and career opportunities depending on social norms that discriminate unfairly between men and women. The present course will explore this persistent problem using a global, comparative and interdisciplinary perspective spanning the most strategic policy sectors. It will critically analyze specific inequalities encountered by women as well as challenges faced by societies and organizations. At the end of the course students will develop a working proposal for public policy (or the business sector) designed to address a specific issue of this kind in its context.

Prerequisites: POL 150 Introduction to Political Science or SOC 160 Introduction to Sociology, or equivalents

Italy and the European Union

POL 272 F
Cr: 3; Credit hrs: 45

This course aims to provide students with an understanding of the development of European integration and of the structures within the European Union as well as of the Italian postwar developments and system with special focus on the changing and sometimes ambiguous or contradictory relationship between Italy and the E.U. The course is thus divided into two parts. In the first part, attention is given to the European Union’s history, processes, functions, and current critical issues, such as the Greek financial crisis and the Italian migration situation. In the second part, Italian postwar developments and political structures will be examined with reference to the Italy-EU relationship.

The European Union

POL 281 F
Cr: 3; Credit hrs: 45

Europe is at the forefront of international regional integration. No other group of nation states has proceeded further in gathering sovereignty. This advanced course gives a broad overview of developments in the European Union (E.U.) from the aftermath of the Second World War to the 2004 wave of accession that admitted countries of Central and Eastern Europe and the 2009 ratification of the Lisbon Treaty. The approach in 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 E.U. 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 E.U. in the new millennium: What is the E.U. 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 E.U. faces in various fields such as economic and monetary policy, regulatory and distributive questions, the democratic deficit, the challenge of expansion to the East, the Lisbon Treaty, and common foreign and security policy.

Participation, Empowerment, and Social Change

POL 283 F
Cr: 3; Credit 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 the ability of citizens and groups 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 to practice the tools and techniques presented in practical exercises and role playing. Cinema and video material will also be used in class.

Beyond Modern Capitalism: Rethinking the Global Socio-Economic Order

POL 286 F; Cross listed: BUS 286 F
Cr: 3; Credit hrs: 45

The course provides an overview of the current prevailing socio-economic system, from its origins to the most recent developments. Through a critical and multidisciplinary perspective it examines the role played by political, economic and social elements in the evolution of the current capitalist system, with special focus on its main positive and negative aspects. The objective of the course is to evaluate modern capitalism and to present alternative models capable of ensuring the satisfaction of the needs of individuals in fairer and more equitable ways.

Prerequisites: POL 150 Introduction to Political Science, or equivalent. Recommended: BUS 140 Introduction to Economics, or equivalent

L d M ACADEMIC CATALOG 2019 / 2020

L d M ACADEMIC CATALOG 2019 / 2020
International Politics
POL 288 F
Cr: 3; Credit hrs: 45
This course aims at introducing 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 interstate 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 at giving students a general overview and an understanding of contemporary world politics, grounded in the idea that international politics are not distant from ordinary people, but, to 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.

International Conflict Resolution
POL 292 F
Cr: 3; Credit hrs: 45
The course presents concepts and theories related to the peaceful transformation of international violent conflicts, illustrating them with examples taken both by 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 from both global and Italian organizations.

War and Media
POL 301 F; Cross listed: COM 301 F
Cr: 3; Credit 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 marketing, news, 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 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

International Law
POL 315 F
Cr: 3; Credit hrs: 45
International relationships are characterized by a reciprocal respect for rules. Such commitment is considered mandatory by nation states. These rules are usually known as International Law. International society is made up of independent entities that are free to make their own choices. However, they are also, of necessity, interdependent, hence the need to establish regularized relationships through the creation of mutually agreed rules. In this course students, by being introduced to these rules, will come to understand how states conduct their foreign policy. The main topics under discussion will be: subjects of International Law; international organizations (with special 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

Government and Politics in the Contemporary Middle East
POL 318 F
Cr: 3; Credit hrs: 45
This course offers a relevant and comprehensive analysis of the complexities of the Middle East region from an international perspective. The course analyzes the very latest changes, developments and issues of the countries in the region within human, political, social and religious context. Students will be guided in the understanding of the topics at hand through interactive lectures, analysis of case studies, and evaluation of potential future scenarios.
Prerequisites: An International Relations course or POL 150 Introduction to Political Science, or equivalents

Anthropology of Violence and Conflict
POL 326 F; Cross listed: ANT 326 F
Cr: 3; Credit hrs: 45
Conflict pervades our daily lives, and violence erupts indirectly or directly into our experience. What is the distinction between the two, and what are intelligent and effective ways to deal with them? In this course students apply concepts from anthropology and political science to the dynamics of conflict and violence, of various types and levels, in contemporary society. The course examines major definitions of violence and conflict, exploring classic and notable theories and debates in the social sciences and other disciplines. A basic distinction between interpersonal and group dynamics receives much attention. Most focus will be upon the “macro” level: the ways in which communities, states, and other associations deal with the escalation of conflict and the real or presumed conditions underlying violence (such as exclusion or asymmetries in power structure). Issues addressed include the impact of globalization, cultural differences, identity and constituency, and the processes leading towards conflict transformation, peace, and reconciliation.

International Terrorism
POL 380 F; Cross listed: HIS 380 F
Cr: 3; Credit hrs: 45
This course examines 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 related to political or religious ideology. It addresses questions like the following: What is a terrorist and how should terrorism be defined? What are the motivations behind the use of terrorism and political violence? What are the policies that states are adopting to combat terrorist attacks? What is the future of terrorism and counter-terrorism? The course looks briefly at the “terror regimes” of previous centuries, and then studies
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 and Natural Selection: Science and Myth

PSY 280 F; Cross listed: GND 280 F

Cr: 3; Credit hrs: 45

The aim of this course is to examine the reach and impact that Darwin’s theory of natural selection has had on religion, gender, and race and to uncover some common misconceptions about his work. The Origin of Species brought about a profound intellectual revolution not only in the natural, but also in the social sciences. Part one of the course examines the building blocks of Darwin’s theory and its dissemination, reception, and legacy. Part two examines the theoretical basis of modern evolutionary biology and analyzes some of the most popular and (contested) theories of evolutionary psychology relating to human reproduction, gender, relationships, and beauty. The course further offers a critical study of some evolutionary ideas after Darwin, focusing on eugenics, revealing flaws in modern popular scientific discourse as well as potential limitations to the scientific method and culture. Student presentations will consider Darwin’s influence on areas such as art and media and also on our understanding of physical and mental disabilities.

Adolescent Psychology

PSY 290 F

Cr: 3; Credit hrs: 45

Adolescence is a fascinating journey, and a particular time in the individual’s lifespan when physical growth, emotional development and thinking take a new turn. Led by complex neurodevelopmental and hormonal changes, bodies develop markedly in size, shape, and appearance; sexual feelings arise; and action is shaped by new physical urges, sets of values, belief systems and the immense possibilities of abstract thinking. Adolescence is also the beginning of a quest for identity which demands a continuous renegotiation of family and social relationships, and in which desires for autonomy and independence coexist with cravings for guidance and connection. Furthermore, social media play an important role in adolescent development today as adolescents dedicate much time to it. This course discusses major theories and research studies on adolescent development and contemporary issues and concerns relating to adolescence and its psychology (school, family, media, sexuality, bullying, eating behavior, religion, etc.). The course will help students to develop their theoretical knowledge as well as their capacity for critical analysis. This will be achieved through reading and critiquing the scientific literature, and presenting their research in the form of group projects and individual assignments.

Prerequisites: PSY 150 Introduction to Psychology, or equivalent

Conflict Resolution and Mediation Skills

PSY 292 F; Cross listed: COM 292 F

Cr: 3; Credit 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 in 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.

Organizational Psychology: Understanding Workplace Dynamics

**PSY 302 F**

Cr: 3; Credit hrs: 45

This course explores psychology as it is applied to the workplace. Through lectures, experiential exercises, readings, case studies, reflections, and teamwork, students gain a thorough understanding of individual behavior, group functioning, and organizational processes and dynamics. The importance of self-awareness, conflict, communication and the impact of technology, dealing with uncertainty, substance abuse within an organization, and individual and organizational growth, are among the themes analyzed. The course will enable students to develop critical acumen and creativity in seeking implementable and effective solutions to real problems in the workplace.

Prerequisites: Junior standing

**Psychology of Crime**

**PSY 305 F**

Cr: 3; Credit 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 with 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; Credit hrs: 45

The course offers an introduction to the field of forensic psychology, starting from the definition of crime and theories on the development of criminal and delinquent behavior. Topics 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

**Psychology of Eating**

**PSY 318 F**

Cr: 3; Credit hrs: 45

This course addresses the psychology and cognitions underlying the food choices people make every day and the development of eating behaviors. We will take into consideration the health impact of food from a psychological perspective, with a special focus on motivations behind eating, food marketing dynamics, and clinical eating problems. In order to understand the social sustainability of current food patterns we will also take a look at global shifts in diet and eating habits.

**Psychology of Art and Human Creativity**

**PSY 320 F**

Cr: 3; Credit hrs: 45

Creativity is universal to our species and art, one of its most fascinating forms of expression, has even been described by many scholars as the spearhead of human development. All cultures have developed different forms of art: from the earliest human music and dance, through Paleolithic cave frescoes and Michelangelo's astonishing sculptures, to sophisticated contemporary conceptual art. Yet, such human activities are still a psychological enigma. At the intersection of the arts, neuroscience, cognitive studies, psychoanalysis, and cultural and developmental psychology, the course will address human creativity, its underlying psychological processes and its expression through various art forms (painting, sculpture, architecture, performance art, dance, music, film, photography) in the context of cultural and cognitive evolution. It will provide strong theoretical and practical foundations, foster critical reflection, and promote personal development through lectures, experiential workshops, hands-on class activities, a meeting with a local artist, inspiring site visits, and a creative personal project that will lead to a collective exhibition.

Prerequisites: PSY 150 Introduction to Psychology, or equivalent

**REL – RELIGIOUS STUDIES**

**Introduction to the Bible (Old Testament)**

**REL 180 F**

Cr: 3; Credit hrs: 45

This course introduces students to what is probably the most influential book in the Western world, the Bible. This course will focus on what many regard as the first part of it: the Hebrew Bible/Old Testament, surveying the history of the book and of the people of Israel. The course will address the main issues and character of the HB/OT with a narrative approach, though not omitting other methodological approaches and interpretations. Lessons, which combine close reading and interactive discussions, will examine key historical figures and events of the Hebrew Bible, together with its constitution in Ancient Near Eastern culture and environment, and seeks to lay a foundation for further studies by addressing key questions concerning cultural, institutional, religious and theological ideas and practices.

Prerequisites: PSY 150 Introduction to Psychology, or equivalent

**World Religions**

**REL 210 F**

Cr: 3; Credit hrs: 45

This course is designed as a 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.

**Monotheisms: Judaism, Christianity, and Islam**

**REL 215 F**

Cr: 3; Credit hrs: 45

Examination of the past and present relationships between the three major monotheistic religions – Christianity, Judaism, and Islam. The course will focus on their points of encounter...
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 to the Holocaust, starting right after the war until today.

The Catholic Church and Society in Italy
REL 254 F
Cr: 3; Credit 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 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 REL 210 World Religions, or equivalent

Jewish Life in Italy from the Renaissance to the Present
REL 262 F
Cr: 3; Credit 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 until 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 the 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: None; HIS 130 Western Civilization or equivalent is recommended

Women in Religion
REL 286 F; Cross listed: GND 286 F
Cr: 3; Credit 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 in 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.
Magic, Divination, and Ghosts in the Ancient World

REL 288 F; Cross listed: ANC 288 F
Cr: 3; Credit hrs: 45

This course looks at the supernatural (i.e. spirits, ghosts, afterlife, netherworld etc.) and at the different practices through which humans - in ancient cultures - got in touch with, and represented it. A large part of the course will be dedicated to the various aspects of magic and sorcery, along with shamanism, divination, necromancy (evocation of the dead) and curses (namely binding and love curses). Several classes will also be focused on restless dead and ghosts, a privileged medium through which ancient people were believed to get in touch with the beyond. Documentary material, such as reproductions of ancient magical papyri and cursed tablets will be shown, and comparisons will be drawn - when relevant - with modern cultures and folklore.

Ancient Religions

REL 320 F
Cr: 3; Credit hrs: 45

Since ancient times, humans have faced fundamental questions regarding their existence, their death and the world in which they lived (i.e., who created the earth, the animals, the universe, or mankind?). In order to find the answers they turned to beliefs in spiritual beings and gods. It is through different forms of connection with these spiritual beings that religious beliefs and practices became the quintessential elements of communities through the creation of myths, the practice of rituals, the construction of graves and temples, as well as ritual objects. To explore these issues, the course on Ancient Religions will be dedicated to the analyses of the different forms of religiosity (i.e., animism, ancestral cults, polytheism, monotheism) among ancient societies in both the Old and the New World. In particular, the students will study the development of ancient religiosity from the earliest form of spirituality based on the cult of the ancestors (typical of prehistoric communities) to polytheism and, finally, the appearance of the earliest example of monotheistic religion in ancient Israel.

Prerequisites: Junior standing; a prior course in religious studies, or equivalent, is recommended

SOC – SOCIOLOGY

Introduction to Sociology

SOC 160 F
Cr: 3; Credit 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.

Regions of Italy

SOC 225 F
Cr: 3; Credit 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.

Football: A Global History

SOC 226 F
Cr: 3; Credit hrs: 45

An estimated 265+ million participants and 3+ billion consumers worldwide make football (or “soccer,” as it is called in the U.S.) both an industry in its own right and a potent force in many lives, a planetary phenomenon transcending many traditional norms of sports and sporting events. This course examines the role football plays in global society, with special attention to Italy, focusing on national, political and cultural identities in comparative perspective, students investigate the complexities of “football culture,” and the connotations of football in the political and social history of modern and contemporary societies. Topics span the spectrum of the football experience: from the invention of modern football to the game during times of conflict, from crowd behavior to collective action, from the exploitation of talent in third-world countries to the recent rise of new football markets. Students learn how and why much of the world has come to use football as a medium to express hopes and fears, passions and hatreds, divisions and unity. Indeed, students learn to interpret the social dynamics of sports in their full global diversity.

Organized Crime: Sociology and History of the Italian Mafia

SOC 260 F
Cr: 3; Credit 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 from a 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 the 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.

Cultural Networking in the Renaissance

SOC 267 F; Cross listed: HIS 267 F
Cr: 3; Credit hrs: 45

During this past decade or two online social networks have become an integral part of our lives. The innovation of this type of social organization leaves us with the illusion that nothing of the sort existed beforehand. This course strives to challenge this assumption by examining the Renaissance through its cultural networks. While Renaissance authors have traditionally been described as individual poets or humanists, infrequently as part of a group or a network, this course will show how the academies, courts and literary salons brought together geographically distant humanists, courtiers, writers and artists, creating networks based on “face to face” encounters. In addition, it will introduce the notion of a “Republic of Letters,” networks created through the exchange of letters. The course will focus on readings of humanist dialogues and of letters and on the fascinating experience of working with manuscripts. Moreover, it will apply recent sociological theory to investigate links between the various circles of intellectuals. Aside from analyzing past and recent networks, the students will experiment with the creation of various types of networks, as part of the projects assigned in the framework of the course.

Prerequisites: Junior standing or a course in history or sociology

Regions of Italy

SOC 225 F
Cr: 3; Credit 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
Italian Family and Society

**SOC 280 F**
Cr: 3; Credit 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 a 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 individual members of the family. We will investigate the 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.

**Made in Italy: A Culture of Excellence**

**SOC 283 F; Cross listed: BUS 283 F**
Cr: 3; Credit hrs: 45

This course examines the "Made in Italy" phenomenon, emblematic of superlative quality. Home to the most iconic labels, brands, and craftsmanship, Italy is known for both its historic legacy and its present-day excellence in many fields. The course addresses the industries and fields of food and cuisine, fashion, and other areas of design, including industrial and architectural. Italian-made goods and services are an integral part of the Italian economy, society, history, and culture. Since a flow of expertise across time and disciplines seems to distinguish "Made in Italy," students will connect the latter to patterns of continuity and change in Italian society and examine how the "Made in Italy" phenomenon has impacted the country's social fabric, character, and even mode of living ever since the Industrial Revolution, but, especially, since the post-war era, and how presently globalization is transforming the concept and its social reality. An additional concentration is on the business aspect of the label, in particular, on marketing, branding, and consumer behavior seen from both an Italian and international perspective. In careful consideration of recent developments, the focus may vary from semester to semester. Guest lectures and site visits will form part of this course.

Italian Society Today

**SOC 286 F**
Cr: 3; Credit hrs: 45

A close look at the changing nature of Italian society, focusing on the postwar period and especially the last thirty years. Using a sociological framework, students analyze the opportunities and challenges affecting Italian society during the economic and cultural revival that followed reconstruction, and today. Themes addressed include everyday life, demographics and the lifespan, health, gender, family, education, religion, politics, legality, business and labor, culture, consumption and leisure, national and other identities and perceptions, urban and rural life, Italian regions and the “southern question,” emigration and immigration, race and ethnicity, diversity and integration (European, Mediterranean, global), and current issues. History and politics are addressed, but the primary focus is on social structures and tensions. This course offers a key to understanding the present and future of this distinctive and fascinating country.

The Italian-American Experience

**SOC 290 F**
Cr: 3; Credit 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 U.S.; their search for an identity; and their impact on and contribution to the formation of American life and culture. The course will examine 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; Cross listed: BUS 303 F**
Cr: 3; Credit hrs: 45

This 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 relationship 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 sciences or business course.

Contemporary Italians and Italy

**SOC 345 F**
Cr: 3; Credit 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 150 F
Cr: 3; Credit 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.

Prerequisites: WRI 150 Writing for College, or equivalent

WRI 185 F; Cross listed: COM 185 F
Cr: 3; Credit hrs: 45
Journalism covers a huge range of output across all media and is an influential form of communication in almost every country in 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 and comments. This course will offer an introduction to the history of and the practical skills needed for 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.
Prerequisites: WRI 150 Writing for College, or equivalent

WRI 220 F
Cr: 3; Credit 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 of 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.
Prerequisites: WRI 150 Writing for College, or equivalent

WRI 280 F
Cr: 3; Credit 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.

WRI 290 F
Cr: 3; Credit 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

WRI 294 F
Cr: 3; Credit 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
Italian through Cooking (in Italian only)

**ITC 220 F**

Cr: 3; Credit 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 are not admitted.

Italian for Conversation (in Italian only)

**ITC 260 F**

Cr: 3; Credit hrs: 45

The course, taught entirely in Italian, aims to improve conversational fluency through different structured teaching techniques (i.e., dramatization, interviews, dialogues, role play, role taking, role making) and also to promote different strategies for learning, one of the main abilities to be developed in order to become an active participant in conversation. Listening to informal dialogues, formal presentations or group conversations, watching Italian movies or clips from Italian TV programs, meeting native speakers in class and in other contexts, will help students use dialogue strategies, be more fluent and at the same time become familiar with Italian society and culture. Students will be asked to do projects and research within Florentine environment. During the course students will also reflect on their study abilities and they will work on strategies on how to develop listening abilities, to overcome speaking difficulties and also to memorize vocabulary.

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; Credit hrs: 45

The course, taught entirely in Italian, is addressed to students in hospitality and tourism study programs who already have a basic knowledge of the Italian language. It is meant to help them develop and practice Italian communication skills (oral and written) to meet specific tasks in the industry, such as: welcoming tourists, providing information, making and confirming reservations. Students will gain an overview of the industry in Italy, 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 Italian technical terms and texts in the fields 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.

Food in Italian Culture (in Italian only)

**ITC 335 F**

Cr: 3; Credit hrs: 45

In this advanced course, taught entirely in Italian, the study of Italian regional food permits students to expand their cultural and linguistic competencies. Italian regional cuisine is closely linked to local history, geography, lifestyle and culture. The course’s leitmotifs are the cultural representation of food and the value historically given to food in Italian society, with reference to cinema, to literature. Readings will reveal the complex relationship between food, culture and society. Frequent oral and written reports will enable students to strengthen the four main linguistic skills. This course combines theoretical topics and practical cuisine-related activities in the classroom, and includes cultural research analyzing specific texts and the local context and its surrounding territory. Each class session includes a brief hands-on cooking session in which students prepare one popular Italian dish.

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; Credit hrs: 45

This advanced-level Italian language course gives students the opportunity to consolidate and improve fluency in reading and writing by working with original literary and non-literary texts. This course, taught entirely in Italian, includes readings of selected Italian writers, mostly contemporary, in areas including literature, art, cinema, and communications. Prior mastery of intermediate Italian grammar 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.

Italy Today: Italians and Italy through the Media (in Italian only)

**ITC 320 F**

Cr: 3; Credit hrs: 45

The course, taught entirely in Italian, will cover reading and discussion of articles from representative magazines and newspapers in Italy; considerable use of television and radio broadcasts and documentary films. New media are also addressed. Many aspects of modern Italian life are examined: politics, education, religion, economy, art, science, and others, with frequent oral and written reports. This course is designed to strengthen fluency in reading, 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.

Italian Renaissance Art (in Italian only)

**ITC 305 F**

Cr: 3; Credit hrs: 45

This course, taught entirely in Italian, examines the Italian Renaissance movement and some of its major monuments and artists. The Renaissance gave a new direction to painting, sculpture and architecture in Europe, emerging from medieval art through an encounter with classical antiquity. Thanks to visits to museums, galleries, churches, and other sites, students consolidate learning by engaging directly with original works of art and the contexts in which they were created. Students learn to describe, compare and discuss works of art; read texts of different types and linguistic registers (e.g. biographies, gallery information, criticism, museum catalogues); and develop vocabulary related to culture and the visual arts.

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.

This course, taught entirely in Italian, examines the Italian Renaissance movement and some of its major monuments and artists. The Renaissance gave a new direction to painting, sculpture and architecture in Europe, emerging from medieval art through an encounter with classical antiquity. Thanks to visits to museums, galleries, churches, and other sites, students consolidate learning by engaging directly with original works of art and the contexts in which they were created. Students learn to describe, compare and discuss works of art; read texts of different types and linguistic registers (e.g. biographies, gallery information, criticism, museum catalogues); and develop vocabulary related to culture and the visual arts.

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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.
ITC 340 F
Cr: 3; Credit hrs: 45
This course, taught entirely in Italian, aims to give students a singular study abroad experience. The focus of the course is both on progress in the learning of the Italian language and the opportunity to experience and reflect upon community-based volunteer work in the program city. Students are required to attend volunteer 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 projects will be supervised by the professor and local tutor(s).

Please consider that students will have to devote additional hours to independent learning, preparation and follow-up of the activities, and transportation. Students will reflect on their learning goals 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; Credit 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; Credit hrs: 45
This course, taught entirely in Italian, is geared toward students who want to produce accurate and substantial translations. Most of the course focuses on translation from English into Italian. The course includes a brief general theoretical grounding which addresses some basic elements of linguistics (i.e., non-equivalencies between languages, the diversity of grammatical and lexical categories between languages). Students acquire a series of practical techniques and engage closely with reading and translating texts, comparing Italian and English versions, across a range of genres and types. Practice will include a wide range of translation types, according to different text types.

Note: high proficiency in English comprehension and composition is required

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; Credit 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 to provide 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, by 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 the curriculum 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; Cross listed: COM 364 F
Cr: 3; Credit hrs: 135
This internship provides professional experience in the field of Communications at a prestigious public office. The intern is supervised by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects the 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 Web site; working as a liaison with external offices; drafting translations from English into Italian.

Note: Placement opportunities are limited and subject to change. Admission is contingent on the student's CV, two reference letters, a writing sample in English, a formal letter of intent in Italian. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon the result of an Italian language placement test and an onsite interview during the first week of the term. Proficiency in Italian is 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 enrollment 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; Credit hrs: 45
The course, taught entirely in Italian, aims to provide students with an overview of contemporary Italian politics. Students will analyze a series of specific historical issues and situations between the end of World War II and the present day, such as:
Italian Civilization and Culture (in Italian only)  
**ITC 430 F**
Cr: 3; Credit 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; Credit 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.

Contemporary Italian Literature (in Italian only)  
**ITC 410 F**
Cr: 3; Credit hrs: 45
This course, taught entirely in Italian, explores 20th century Italian literature, focusing on the period from 1945 to the present and on works by various modern masters such as Pirandello, Montale, Morante, and Pratolini. The course objective is to foster the students' ability to interpret and understand a literary text conceived in the Italian language and cultural environment. Each class session will address a theme or author and will have students working closely with texts (mainly novels, short stories, and poetry) in terms of content and analysis. All students will be required to develop a paper analyzing a complete work by a 20th century Italian author, to be submitted and presented in class at the end of term.
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; Credit 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 a B.A. program in Italian Language. 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; Credit hrs: 45
This course explores the most important children's books written in Italian. 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. After 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, Bianca Pitzorno and Italo Calvino. 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.
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; Credit 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 addressed 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 Italy.
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.

3 - CREDIT COURSES

3-Hour Italian Language Elementary 1  
**ITL 101 F**
Cr: 3; Credit hrs: 45
This level is for absolute beginner students who have never studied Italian before; it is the first of six levels and 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. At the end of the course students will be able to understand familiar words and basic phrases and to interact in a simple way in order to satisfy their immediate needs.
3-Hour Italian Language Elementary 2

**ITL 102 F**
Cr: 3; Credit hrs: 45

This course focuses on the consolidation of basic structures of the language and the acquisition of some new structures, such as the means to describe one’s personal background and environment, to express wishes and talk about future plans, respond to simple direct questions or requests for information. At the end of the course students will be able to understand simple exchanges of information on familiar activities and use short phrases to describe in simple terms people and living conditions.

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; Credit hrs: 45

This course is directed towards the acquisition of more complex structures of the language, such as the means to express personal opinions and preferences. In this level emphasis is given to the ability to maintain interaction and to cope flexibly both in speaking and writing with problems in everyday life. At the end of the course students will be able to manage conversations on topics of personal interest or everyday life, to describe experience and to narrate a story.

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; Credit hrs: 45

This course focuses on the acquisition of complex language structures and skills, such as the means to express personal opinions, preferences, doubts and hypothesis, the combination of different tenses when narrating past events, switching the focus in writing. In this level emphasis is given to social discourse, to the ability to effectively sustain social interactions and contribute significantly to discussions. At the end of the course students will achieve a deeper awareness of the language and a wider repertoire of vocabulary and texts.

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; Credit hrs: 45

In this level the focus is on the ability to manage conversation and cooperating strategies, to employ a wide range of language to build clear, connected and effective texts. At the end of the course students will be able to take an active part in conversations, accounting for their points of view, to give clear presentations on a range of subjects related to their interests both in speaking and in writing.

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; Credit hrs: 45

This course focuses on the ability to understand extended speech, as well as complex and specialized texts. At the end of the course students will develop the ability to use language flexibly for social and professional purposes. They will be able to recognize a wide range of idioms and to apply register shifts.

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 LANGUAGE**

4-CREDIT COURSES

4-Hour Italian Language Elementary 1

**ITL 111 F**
Cr: 4; Credit hrs: 60

This level is for absolute beginner students who have never studied Italian before: it is the first of six levels and 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. At the end of the course students will be able to understand familiar words and basic phrases and to interact in a simple way in order to satisfy their immediate needs. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

4-Hour Italian Language Elementary 2

**ITL 112 F**
Cr: 4; Credit hrs: 60

This course focuses on the consolidation of basic structures of the language and the acquisition of some new structures, such as the means to describe one’s personal background and environment, to express wishes and talk about future plans, respond to simple direct questions or requests for information. At the end of the course students will be able to understand simple exchanges of information on familiar activities and use short phrases to describe in simple terms people and living conditions. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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; Credit hrs: 60

This course is directed towards the acquisition of more complex structures of the language, such as the means to describe one’s personal background and environment, to express wishes and talk about future plans, respond to simple direct questions or requests for information. At the end of the course students will be able to understand simple exchanges of information on familiar activities and use short phrases to describe in simple terms people and living conditions. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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
This course focuses on the acquisition of complex language structures and skills, such as the means to express personal opinions, preferences, doubts and hypothesis, the combination of different tenses when narrating past events, switching the focus in writing. In this level emphasis is given to social discourse, to the ability to effectively sustain social interactions and contribute significantly to discussions. At the end of the course students will achieve a deeper awareness of the language and a wider repertoire of vocabulary and texts. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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 Intermediate 2
ITL 212 F
Cr: 4; Credit hrs: 60

This course focuses on the acquisition of complex language structures and skills, such as the means to express personal opinions, preferences, doubts and hypothesis, the combination of different tenses when narrating past events, switching the focus in writing. In this level emphasis is given to social discourse, to the ability to effectively sustain social interactions and contribute significantly to discussions. At the end of the course students will achieve a deeper awareness of the language and a wider repertoire of vocabulary and texts. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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.

6-Hour Italian Language Intermediate 2 and Intermediate 1
ITL 221 F
Cr: 6; Credit hrs: 90

This course is directed towards the acquisition of new structures, such as the means to express personal opinions and give simple narrations of events in the past. At the end of the course students will be able to manage conversations on topics of personal interest or everyday life. This course offers the students the opportunity of a more intensive learning experience thanks to the daily study and practice of the language.

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; Credit hrs: 90

This course focuses on the acquisition of complex language structures to express personal opinions, preferences, doubts and hypothesis, and the proper selection of different tenses when narrating past events. Constant attention is given to the practice of social discourse, both in written and oral communication. This course offers the students the opportunity of a more intensive learning experience thanks to the daily study and practice of the language.

Prerequisites: ITL 102 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.

6-Hour Italian Language Intermediate 2 and Advanced 1
ITL 321 F
Cr: 6; Credit hrs: 90

In this level the focus is on the ability to understand extended speech, as well as complex and specialized texts. At the end of the course students will develop the ability to use language flexibly for social and professional purposes. They will be able to recognize a wide range of idioms and to apply register shifts. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom, which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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.

6-Hour Italian Language Intermediate 1 and 2
ITL 322 F
Cr: 6; Credit hrs: 90

This course focuses on the acquisition of complex language structures to express personal opinions, preferences, doubts and hypothesis, and the proper selection of different tenses when narrating past events. Constant attention is given to the practice of social discourse, both in written and oral communication. This course offers the students the opportunity of a more intensive learning experience thanks to the daily study and practice of the language.

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
ITL 311 F
Cr: 4; Credit hrs: 60

In this level the focus is on the ability to manage conversation and cooperating strategies, to employ a wide range of language to build clear, connected and effective texts. At the end of the course students will be able to take an active part in conversations, accounting for their points of view, to give clear presentations on a range of subjects related to their interests both in speaking and in writing. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom, which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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.

6-Hour Italian Language Advanced 2
ITL 312 F
Cr: 4; Credit hrs: 60

This course focuses on the ability to understand extended speech, as well as complex and specialized texts. At the end of the course students will develop the ability to use language flexibly for social and professional purposes. They will be able to recognize a wide range of idioms and to apply register shifts. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom, which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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.

ITL - ITALIAN LANGUAGE

6 - CREDIT COURSES

6-Hour Italian Language Elementary 1 and 2
ITL 122 F
Cr: 6; Credit hrs: 90

This course aims to give a basic knowledge of the language, allowing students to deal with the most common everyday situations, to describe their personal background and environment, express wishes and talk about past experiences and future plans, respond to simple, direct questions or requests for information. This course offers the students the opportunity of a more intensive learning experience thanks to the daily study and practice of the language.

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.
6.3
FLORENCE
School of Creative Arts
The History of World Cinema: Origins to the Present

**MAS 190 F**  
Cr: 3; Credit 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 styles 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, actors, 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.

Digital Filmmaking I

**MAS 210 F**  
Cr: 3; Credit hrs: 90  
An introduction to filmmaking techniques. Students learn the basics of shots, frame composition, elementary scripting and some editing. They will use personal equipment (such as smartphones and entry-level photo/video cameras) as basic video tools for engaging in creative projects, testing visual storytelling possibilities and ultimately producing some brief but complete digital film pieces. Integrating hands-on activities are sessions in which students analyze the cinematic language and explore the recent evolution of the medium (e.g. the YouTube galaxy, on demand video-services, new media devices and practices) via a selection of film and web-native excerpts.

The Animated Short Film

**MAS 212 F**  
Cr: 3; Credit hrs: 90  
In this course, students use digital media tools to create a short animated film. The course covers all steps of the creative process, from hand-drawn sketches of the characters and backgrounds through the creation of model sheets, storyboard and digital animation, up to the final short film with music and sounds. Although closely supervised by the instructor, students develop each stage of the process. No prior drawing or animation experience is required.

Understanding Movies: Theory and Practice

**MAS 215 F**  
Cr: 3; Credit 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 is vital. This course studies the theory as well as the techniques of film-making. 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.

History of Animation

**MAS 240 F**  
Cr: 3; Credit hrs: 45  
Representation of movement appeared long before cinema was invented: from prehistoric times to Ancient Greece, from medieval tapestry up to the Zoetrope and Praksinoskop of the XIX century, the seed of animation grew and eventually flourished with Émile Cohl’s Fantasmagorie (1908), the first animated film. A wide variety of styles, techniques and themes has evolved since, from cut-outs and stop motion to 3D-CGI, spreading all over the world with experimentation by different artists and directors: American, Japanese, Canadian, French, East European, and – of course – Italian.

Screenwriting

**MAS 242 F**  
Cr: 3; Credit hrs: 45  
This course will teach students writing for film. Feature-length screenplays demand a specific architecture. Students will bring to class an idea for a film. This idea can be based on something they experience during their stay in Italy, a memory, a story they heard, a concept based on a 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

**MAS 275 F**  
Cr: 3; Credit hrs: 90  
The course, the second in a sequence, explores the language of film images along with its figurative and narrative components. Story line, treatment, screenplay and storyboarding will be covered, as well as literary adaptations and original movie scripts. Through the use of professional equipment, all the different roles of a given production team will be analyzed: preparation, casting and work plan, technical means of directing, video shooting styles, basic photography and lighting techniques, editing methods with digital formats, audio post-production. The course aims to connect the different creative stages to provide students with a global view of the expressive power of the media – from a basic idea to a final video project.  
Prerequisites: MAS 210 Digital Filmmaking 1, or equivalent

Music and Film

**MAS 276 F; Cross listed: PER 276 F**  
Cr: 3; Credit 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 film-making, 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 the films of such directors as Hitchcock, Kubrick, and Fellini.

Digital Filmmaking II (Summer only)

**MAS 277 F**  
Cr: 3; Credit hrs: 60  
The course, the second in a sequence, explores the language of film images along with its figurative and narrative components. Story line, treatment, screenplay and storyboarding will be covered, as well as literary adaptations and original movie scripts. Through the use of professional equipment, all the different roles of a given production team will be analyzed: preparation, casting and work plan, technical means of
Voices of An Artist: Voyaging through Franco Zeffirelli's World

MAS 289 F; Cross listed: PER 289 F
Cr: 3; Credit hrs: 45
This course explores Franco Zeffirelli's artistic life from several angles. Thanks to his versatile personality Zeffirelli, also known as Il Maestro, investigated all the arts and embraced his talented artistic life from different perspectives. He expressed it through cinema, theatre, opera and set design. His extensive career - from 1960's to 1999's includes direction of films and theatrical dramas like Romeo and Juliet, The Taming of the Shrew, Hamlet and operas like La Traviata, Tosca and Turandot, still performed at the Met in New York City. Though he may be unfamiliar to students, Zeffirelli’s interdisciplinary and multifaceted career offers a fruitful model and source of inspiration for anyone wishing to undertake a career in the arts. 

An attentive look at his works will highlight his multidisciplinary approach and will showcase his ability to converse and interact with different disciplines while performing the Arts. The Museum Archives at La Fondazione Zeffirelli will be utilized to accompany the journey through his creative life.

Film Studies

MAS 295 F
Cr: 3; Credit hrs: 45
This course is an introduction to the study of film as an art form. Rather than taking 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 they 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 film-making.

Masters of Italian Cinema

MAS 303 F
Cr: 3; Credit hrs: 45
This course focuses on one to three Italian directors of the postwar period, such as Fellini, Pasolini, Rossellini, Antonioni, or De Sica. Preference is given to work that is innovative in international cinema both in form and/or content. Students critically analyze a series of films in socio-historical context and address a range of interdisciplinary issues. Through this course students obtain insights into cinema at its highest artistic level, and also a special perspective on Italian culture and society. The choice of director(s) may vary from semester to semester. 

Prerequisites: a prior course in Media Studies or Communications
Cinema of the Real: Documentary Films

**MAS 305 F**
Cr: 3; Credit hrs: 45

The aim of this course is to explore documentary film-making 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 nonfiction movies through over 100 years of cinema history, exploring fields such as ethno-anthropology, political propaganda, war, historical events, art, and sociology in order to provide students with both a theoretical and historical understanding. The course will also focus on contemporary filmmakers and on the possibilities offered by new media and new devices for a nonfictional depiction of reality.

Prerequisites: An introductory course in Film Studies

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Video Games and Cinema

**MAS 390 F**
Cr: 3; Credit hrs: 45

The course is designed to track down and critically investigate crucial intersections between contemporary cinema and videogame platforms. Students will analyze a variety of hybrid products (from film adaptations of famous games to playable versions of Hollywood blockbusters, passing through transmedia franchises, avant-garde experimental movies and dystopian TV series) in order to discuss how game-inspired narratives and extensive computer-generated imagery are strongly redefining the borders of the audiovisual language, along with the audience response. A parallel, strong focus is on the slippery boundaries between traditional storytelling and interactive or non-linear one, as well as on “gaming” as a key-concept to discuss globalization issues and social media trends.

Prerequisites: COM 248 Digital Cultures, or equivalent

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PDM — PAINTING, DRAWING AND MIXED MEDIA

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Serious: TV and Beyond

**MAS 310 F**
Cr: 3; Credit hrs: 45

TV series are today a prominent form of entertaining, but the way they tell stories is not a new one. From Victorian novels to, in our time, newspapers, radio, cinema, and lately the web, have used this form of storytelling. The course intends to explore seriousness as a pattern of narration. By comparing different media and analyzing through a historical perspective a variety of textual objects, the course will give students the tools to understand the specific creative and productive strategies behind serial texts. The course will also focus on the social effects of the phenomenon, the concept of “fandom,” and the evolution of consumption habits after the advent of digital devices and new content providers such as Netflix or Amazon.

Prerequisites: a course in English, Media Studies, or Communications

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The Venice Film Festival

**MAS 315 F**
Cr: 3; Credit hrs: 45

The course surveys the history of the Venice Film Festival, the oldest of the 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

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Intermediate Screenwriting

**MAS 342 F**
Cr: 3; Credit hrs: 45

The course develops writing for film at an intermediate level. Students develop a screenplay on an original subject for a medium-length feature film (50-70 minutes, 60-70 pages). Course activities fall into three main areas, which broadly speaking follow each other. 1) In-depth analysis of screenwriting, with workshopping, lectures, and discussions. 2) The core activity is the development of an outline for a screenplay. 3) Students draft and critique a complete screenplay.

Prerequisites: MAS 242 Screenwriting, or equivalent
Expanding Creativity

PDM 150 F; Cross listed: PER 150 F; SCU 150 F; PHO 150 F
Cr: 3; Credit hrs: 60
This course is a space in which fine arts majors engage critically with the creative process in their work, focus on problem-solving, explore the limits of media and the links between them, exchange ideas, and better define their personal visions. The course fosters reflective practice, heightened creativity, and the ability to work independently. Students, at different stages of their studies, are closely guided in formulating and developing individual projects to meet appropriate, precise, and pragmatic objectives. Such objectives may have to do with moving between or combining media, or taking a set of technical skills to new personal limits. Projects may also delve into sources of inspiration, or articulate and apply a creative strategy.

Digital Sketchbook

PDM 165 F; Cross listed: GRA 165 F
Cr: 3; Credit 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 the benefits and drawbacks with regard to traditional and graphic approaches.

Note: Experience in drawing and in using Photoshop is recommended.

Pastel Techniques

PDM 170 F
Cr: 3; Credit 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

Florence Sketchbook - Beginning

PDM 183 F
Cr: 3; Credit hrs: 60
In this course students develop observation skills, and drawing and watercolor skills in a novel way. Students will keep a series of sketchbooks that will turn into finished drawing projects. After an 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 will work at representing a variety of subjects, including the human form, architecture, and landscape. Exploiting the advantages of the site, students will explore historical monuments, the vibrant street life of Florence, formal gardens, outdoor sculptures and squares that are the components of the outstanding and entrancing artistic heritage of medieval and Renaissance Florence. Students will encounter works of art that in the past engaged with the same topic, or similar ones. They will learn how to efficiently capture impressions by drawing in various media at various rates and scales, keep annotations, ideas, sketches, analyze artwork in a journal, and develop personal interests.

Fundamentals of Art and Design: Color Theory

PDM 190 F
Cr: 3; Credit 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; Cross listed: GRA 220 F
Cr: 3; Credit 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; Credit 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.

Sketchbook Workshop (Summer only)

PDM 240 F
Cr: 6; Credit 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; **Credit 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; **Credit 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; **Credit hrs:** 90

The course is intended for students who have already taken 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. 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

**Plein Air Landscape Painting**

*PDM 282 F*

**Cr:** 3; **Credit hrs:** 60

Students will be inspired and challenged by painting the landscape, taking inspiration from nature and urban sites in the area of Florence, Fiesole, and its surroundings. The approaches to plein air oil painting will be explored, by observing and developing the possibilities of values, color, composition, shapes, patterns, textures and atmospheric possibilities. The course is suitable for students of intermediate level but students of advanced level could also be challenged by it, due to the extensive possibilities offered by the subject matter and the exceptional and intrinsic abstract aspects of nature, that allow for individual representations of it. Class projects will take place at various locations working plein air onsite, starting with direct observational charcoal and oil paint sketches that may be later re-elaborated through larger works in the studio. The focus of the course will be a direct, painterly style, in order to capture the spontaneity and freshness of local sites.

Prerequisites: PDM 140 Foundation Oil Painting, or equivalent

**Contemporary Painting: Materials and Techniques**

*PDM 300 F*

**Cr:** 3; **Credit 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 relationship 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. The 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 Hoffmann, Helen Frankenthaler, Fontana, Nancy Graves, Hans Hoffmann, Helen Frankenthaler, Anselm Kiefer, Jackson Pollock, Antoni Tapis, Mark Tobey and Cy Twombly.

Prerequisites: PDM 270 Intermediate Painting, or equivalent

**New Genres: Intermedia Arts Exploration**

*PDM 305 F*

**Cr:** 3; **Credit 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
Advanced Drawing I: Observation and Interpretation

**PDM 340 F**

Cr: 3; Credit 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 in 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 on to 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; Credit 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

Studio Art Professional Portfolio

**PDM 380 F**

Cr: 1; Credit hrs: 15

This course trains students in skills that help them to function in the professional art world, including the assembly of a professional digital portfolio, creation of an orderly and compelling website, how to write a CV and letters, use of research tools, how to balance a budget, and how to prepare and sustain an interview.

Prerequisites: three semesters of Studio Art courses

Advanced Drawing II

**PDM 390 F**

Cr: 3; Credit 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 of exploring 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: Fine Arts majors of junior standing

Advanced Painting II

**PDM 392 F**

Cr: 3; Credit 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 interests, 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 through 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

The Making of an Exhibition

**PDM 385 F**

Cr: 3; Credit 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
PER — PERFORMING ARTS

Introduction to Modern Dance
PER 142 F
Cr: 3; Credit 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; Credit hrs: 45
A basic course that introduces students to the study of the main concepts in ballet: 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.

Expanding Creativity
PER 150 F; Cross listed: PDM 150 F; PHO 150 F; SCU 150 F
Cr: 3; Credit hrs: 60
This course is a space in which fine arts majors engage critically with the creative process in their work, focus on problem-solving, explore the limits of media and the links between them, exchange ideas, and better define their personal visions. The course fosters reflective practice, heightened creativity, and the ability to work independently. Students, at different stages of their studies, are closely guided in formulating and developing individual projects to meet appropriate, precise, and pragmatic objectives. Such objectives may have to do with moving between or combining media, or taking a set of technical skills to new personal limits. Projects may also delve into sources of inspiration, or articulate and apply a creative strategy.

Flamenco
PER 200 F
Cr: 3; Credit hrs: 45
Lessons will be based 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 Tangos, the easiest Flamenco rhythms, moving on to more irregular rhythms, like slow soleares, medium alegría and the fast bulerías. The basic choreographic concepts given by the instructor will allow students to improvise and create their own choreography.

Introduction to Acting
PER 205 F
Cr: 3; Credit 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 theater). The course starts with observation and the relaxation of muscular tension, and moves 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 a novel or short story, under the teacher/director’s guidance.

Acting Dante’s Inferno
PER 206 F
Cr: 3; Credit hrs: 60
Following the great interest aroused by the novels of Dan Brown, this course offers students in Florence a special approach to the roots of the Italian culture and language, represented by the work of Dante Alighieri and, in particular, the Divine Comedy. Each lesson will be divided into two parts, the first hour will be devoted to preparatory exercises to develop awareness, theatre discipline and cohesion of the working group. The remaining hours will be devoted to the study of some passages (in Italian) of Dante’s Inferno taken from cantos V, XXVI and XXXIII (Paolo and Francesca, Ulysse and Count Ugolino). At the end of the course, students will have learned, in a completely dynamic way, the strength, the semantic and evocative power of Dante’s language. An evocative performance, in the form of “living pictures” of extracts from these cantos, will take place at the end of the course, in “The Inferno Room” inside the museum of the Franco Zeffirelli Foundation.

Masterpieces of Western Music
PER 230 F
Cr: 3; Credit 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 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 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 the lecture format, the course is designed for students with no prior formal study of music.

Intermediate Modern Dance
PER 242 F
Cr: 3; Credit 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 a range of different modern and contemporary styles (Graham, Cunningham, Orton) through video
productions 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, or equivalent

Renaissance Historical Dance
PER 270 F
Cr: 3; Credit 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 in 15th century dances to express feelings. A general historical overview will be covered by explaining the main differences among the various
dance styles.

Italian Theatre
PER 272 F
Cr: 3; Credit 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, Andrio, Becchi), 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.

Romeo and Juliet—A Love story across the Arts
PER 273 F; Cross listed: LIT 273 F
Cr: 3; Credit hrs: 45

Romeo and Juliet, the two young, star crossed characters in Shakespeare's tragedy, are the most famous love couple in
Western culture. Driven by the inescapable attraction that intertwines their lives, they stand out as the example of a
destructive yet passionately vital struggle for freedom from social norm and expectation. Romeo and Juliet embody a
myth of universal appeal that has been interpreted in different mediums, never losing the ability to retain its powerful
impact. This course explores Shakespeare's love story from the perspective of its multiple versions across the arts: ballet,
with the choreographies and productions based on the scores of Tchaikovsky and Prokofiev; theatre, with Franco Zeffirelli's
groundbreaking 1960 production at the Old Vic theatre in London; movies, from West Side Story, the musical film loosely
based on The Shakespearian source, to the more faithful motion pictures by Franco Zeffirelli and Baz Luhrmann.

Music and Film
PER 276 F; Cross listed: MAS 276 F
Cr: 3; Credit 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 film-making, musical forms, associative listening,
the important basic musical elements, film music techniques, and how we use them in film scoring. Some of the cinema's iconic
scores and accompaniments will be discussed, from silent era movies through the films of such directors as Hitchcock, Kubrick, and Fellini.

Theatre History: The Contribution of Florence
PER 278 F
Cr: 3; Credit hrs: 45
Florence was one of the capitals of Western culture, not only with regard to art and literature, but also to performing arts and
drama. Via a multidisciplinary approach the course outlines the contribution of Florentine theatrical culture to the definition
of the Western theatrical model: from the fundamental input given by Machiavelli's comedies, to the stage devices created
by Giorgio Vasari, to the invention of Opera around the Medici court. The course will be divided into in-class lectures, with
the support of slides and videos, and lessons “in the field”, visiting relevant sites. The aim is to make the students discover
how political power, citizenship and urban space are involved in theatricality, how different elements (texts, acting, design,
arithmetic and architecture of use of technology) combine to represent a shared model, and how many contemporary cultural attitudes
still result from this.

Italian Opera
PER 285 F
Cr: 3; Credit hrs: 45
This 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, such as 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.

From Florence to the World: The Wellspring of Italian Opera
PER 286 F
Cr: 3; Credit hrs: 45
This course will deal with the cultural, artistic, and social context where, in Florence, at the Court of the Medici family
between the Sixteenth and Seventeenth Centuries, the Opera was born. From there, this new theatrical and musical
genre spread in Italy and throughout Europe, changing its own characteristics according to the times and the places.
The course will explore the main landmarks of this journey with the support of audio and video material. For the course the class
is expected to attend to an opera staged at Opera di Firenze, Teatro del Maggio Musicale Fiorentino.

Voices of An Artist: Voyaging through Franco Zeffirelli’s World
PER 289 F; Cross listed: MAS 289 F
Cr: 3; Credit hrs: 45
This course explores Franco Zeffirelli’s artistic life from several angles. Thanks to his versatile personality Zeffirelli, also known
as II Maestro, investigated all the arts and embraced his talented artistic life from different perspectives. He expressed it through
cinema, theatre, opera and set design. His extensive career - from 1960’s to 1999’s includes direction of films and theatrical
dramas like Romeo and Juliet, The Taming of the Shrew, Hamlet and many others like La Traviata, Tosca and Turandot, still performed
at the Met in New York City. Though he may be unfamiliar to students, Zeffirelli’s interdisciplinary and multifaceted career
offers a fruitful model and source of inspiration for anyone wishing to undertake a career in the arts. An attentive look at
his works will highlight his multidisciplinary approach and will showcase his ability to converse and interact with different
disciplines while performing the Arts. The Museum Archives at La Fondazione Zeffirelli will be utilized to accompany the
journey through his creative life.
Italian Culture through Music
PER 292 F
Cr: 3; Credit hrs: 45
This course offers students an approach to understanding Italian culture and society through an exploration of its rich and varied musical traditions. The geography of Italy, and its complex political history, have given this country 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.

Intermediate Ballet
PER 300 F
Cr: 3; Credit 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; a special look at the Romantic period will be included.
Prerequisites: PER 143 Introduction to Ballet, or equivalent

Italian and European Theatre
PER 302 F
Cr: 3; Credit 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.

Drawing for the Scene / Theatrical Set Design
PER 310 F
Cr: 3; Credit hrs: 90
The course will follow different phases that a professional stage designer faces in her/his real work starting from the initial analysis of a dramatic or operatic text, which will be chosen by the class under the guide of the instructor. Subsequent lessons will deal with documentary and iconographic research with the aim of identifying the sources of inspiration for the environments in which the action takes place. The stage space, its structure, its technical features and the rules of perspective projection will be analyzed. After, the course will focus on theories and techniques of scenic design, both through practical workshops, where the students will make sketches, and through “lessons in the field” visiting the stages of a traditional theatre (Teatro della Pergola) and of a contemporary one (Opera di Firenze - Teatro del Maggio Musica Fiorentino). At the end of the course students will be able to design their own scene sketches. The best works will may be exhibited in the spaces of Franco Zeffirelli Foundation.
Prerequisites: PDM 130 Principles of Drawing, or equivalent

Introduction to Classic Photography
PHO 120 F
Cr: 3; Credit hrs: 90
The course provides a basic approach to how the analog photographic 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 images. All basic black and white printing techniques and some basic digital post-production techniques will be covered. In the course students acquire confidence in understanding how to use their camera well, increased technical control of the medium, and in developing 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; Credit hrs: 60
The course provides a basic approach to how the analog photographic 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 images. All basic black and white printing techniques and some basic digital post-production techniques will be covered. In the course students acquire confidence in understanding how to use their camera well, increased technical control of the medium, and in developing 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; Credit hrs: 90
The course provides a basic approach to how the digital camera works. Students gain 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 learn all basic digital techniques. In the course students acquire confidence in understanding how to use their camera well, increased technical control of the medium, and in developing 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; Credit hrs: 60

The course provides a basic approach to how the digital camera works. Students gain 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 learn all basic digital techniques. In the course students acquire confidence in understanding how to use their camera well, increased technical control of the medium, and in developing 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.

Principles of Fashion Photography (Summer only)

PHO 186 F
Cr: 3; Credit 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 B&W photography skills (including an understanding of the use of the camera) and digital techniques for fashion applications, with emphasis on digital photography colors 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, and digital photography models. When possible students collaborate with the Fashion Department to develop fashion photography projects. For such projects students shoot images 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.

Intermediate Digital Photography

PHO 230 F
Cr: 3; Credit 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), 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, the 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 trips 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; Credit 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 nondestructive 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, the 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 trips 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 (Intersession)

PHO 232 F
Cr: 3; Credit hrs: 45

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 nondestructive adjustment method, and 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, the 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 trips 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; Cross listed: IGC 234 F
Cr: 3; Credit hrs: 90

Cooking involves not only the preparation, but also the presentation of food products. Through this course students will learn how to style food and beverages, and how to capture their essence in photography. Students will have the opportunity to develop their personal creativity, and learn how to exercise good technical and compositional control. During lab practice, they will process, develop, and print photographs, and use Photoshop techniques especially pertinent to Food Photography. They will develop Food Photography competencies that 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. The course includes a number of guest lectures—among them, a professional food stylist, and a chef who will show tips for preparing dishes to be photographed—and a field trip to a selected restaurant, as well as 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. Prerequisites:

Landscape and Architecture Photography

PHO 245 F
Cr: 3; Credit 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 a digital lab session for color. Under the instructor’s guidance, including analysis of modern and contemporary works, students learn how to select interesting subjects, and how to exercise good technical and compositional control. Students also shoot with a 4”x5” view camera, an important tool for architectural photography. Lab practice provides students with the opportunity to learn to develop and print photographs 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 equivalent

Experimental Photography

PHO 260 F
Cr: 3; Credit 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 the history of photomontage and its relationship to 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 camera 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, 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 equivalent

Fashion Photography

PHO 280 F
Cr: 3; Credit 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 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
Basic Printmaking
PRI 120 F
Cr: 3; Credit 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 matrices will be thoroughly investigated and understood. In the learning the above techniques and methods, continuous 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, Pollaiolo, Parmigianino, Rembrandt, Goya), but also as a modern approach (De Chirico, Carrà, Picasso, Munch, Seurat).

Basic Printmaking (Summer only)
PRI 121 F
Cr: 3; Credit 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 matrices will be thoroughly investigated and understood. In the 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, Pollaiolo, Parmigianino, Rembrandt, Goya), but also as a modern approach (De Chirico, Carrà, Picasso, Munch, Seurat).

Etching
PRI 220 F
Cr: 3; Credit hrs: 90
This 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 (caligraphic) 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

Advanced Etching Portfolio
PRI 320 F
Cr: 3; Credit hrs: 90
This course allows students to develop a personal and contemporary approach to the etching medium (color etching, photogravure, Plexiglas relief, computer processing, etc.). Emphasis is placed on the development (planning and execution) and style that will result in a 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; Credit 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 object found in the lab. Accurate lab records will be kept and actual hands-on practice, with the guidance of an experienced professor, will give the students a realistic idea of the techniques and methods found in a genuine professional studio environment.

**Fresco Painting and Restoration I**  
**RES 160 F**  
Cr: 3; Credit hrs: 90  
The students will be introduced to all phases of the art of Old Master fresco painting using techniques that include the enlargement of a master drawing (students’ choice), mixing fresco mortar (intonaco), and the use of pigments for fresh painting. Each student will also make a sinopia (preliminary drawing for fresco painting), complete a small fresco that will be detached as an exercise in fresco conservation, and create a graffito, a technique of mural decoration seen on many Florentine buildings.

**Painting and Polychrome Wooden Sculpture Conservation I**  
**RES 175 F**  
Cr: 3; Credit hrs: 90  
This course introduces students to the preliminary approach to the conservation of paintings on both wood panel and canvas, and polychrome wooden sculpture. It is designed as a primer in materials, techniques, and methods. Students will be guided step-by-step in the application of basic conservation techniques. They progress from properly handling a work of art as such, to analyzing its material composition and techniques, to diagnosing its state of conservation. Students will work on replicas made by them, as well as on original works present in the lab.

**Drawing for Conservators**  
**RES 185 F**  
Cr: 3; Credit 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; Cross listed: ANC 193 F; ANT 193 F**  
Cr: 3; Credit hrs: 45  
This course combines an introduction to archaeology with hands-on work on 2500-year-old archaeological artefacts in LdM’s Archaeology Lab. These artefacts have recently been unearthed in Central Italy at the Hellenistic necropolis of Bosco della Riserva, near Tuscania, where an excavation project is being conducted by CAMNES and LdM. Students will learn what happens to the finds once they leave their recovery contexts and arrive in Florence: here, under the guidance of the instructors, students will be involved in the fundamental activities of restoration, conservation, documentation, study, and storage of the finds. Students will also have the opportunity to sign up for the summer field school in Tuscania which operates directly at one of the archaeological sites.

**Fresco and Southern Italy Restoration Workshop (Summer only)**  
**RES 225 F**  
Cr: 6; Credit 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 a 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 a diagnostic study of the artwork in order to understand the deterioration 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; Credit 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 repurpose 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 over painting. Participants then proceed to reconstruct the work with colored stucco and tempera, with a final wax stratrum to render the beautiful original effect.
Theory of Conservation
RES 230 F
Cr: 3; Credit hrs: 45
This course addresses the nature, aims, and limits of the disciplines of art conservation and art restoration. It provides a general methodological foundation for students at the intermediate level. In this context, “theory of conservation” comprises the history, schools of thought, methods, and body of values of the field. Together, these elements underpin much modern national and international legislation and inform professional and ethical guidelines for best practices. The course fosters a critical and responsible approach to the work of art and its care that is no less important than technical skills.

Historical Painting Lab I
RES 245 F
Cr: 3; Credit 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.

Fresco Painting and Restoration II
RES 260 F
Cr: 3; Credit hrs: 90
Students will begin working predominantly onsite, restoring original frescos under the supervision and guidance of the instructor. Depending on the projects available during the semester, the conservation needs of the work of art and the techniques necessary to execute the restoration will vary. The function of the intermediate student is to carry on and/or complete the phase of conservation required during the semester. Generally, the student may encounter any of the following preservation or aesthetic conservation tasks: cleaning the fresco, repairing cracks in the fresco’s support, consolidating original intonaco, plastering areas where there is loss of paint and materials to be used. Accurate and complete proposals, in depth documentation and lab records, relevant research, and every technique used onsite.

Painting and Polychrome Wooden Sculpture Conservation II
RES 275 F
Cr: 3; Credit hrs: 90
Under the instructor’s supervision, students work on authentic paintings to develop more independent conservation capacities. Students are introduced to the various phases of conservation, and may encounter any of the following conservation or aesthetic tasks: Lining, treating tears, holes and punctures, filling in missing areas with stucco and structuring them, consolidating pictorial layers, and retouching painted surfaces with various in-painting methods. Techniques employed will vary according to the conservation or restoration needs of the works of art available for course projects at the time. Accurate lab records must be presented for mid-term and final evaluations, and are to include relevant research plus photographic documentation, part of monitoring the state and progress of activities.

Science for Conservators II
RES 340 F; Cross listed: CHM 340 F
Cr: 3; Credit 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 through chemical reaction.
Prerequisites: CHM 135 General Chemistry I with Laboratory, or equivalent

Historical Painting Lab II
RES 345 F
Cr: 3; Credit 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; Credit hrs: 90
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 made for every technique used onsite.
Prerequisites: RES 260 Fresco Painting and Restoration II, or equivalent

Advanced Painting and Polychrome Wooden Sculpture Conservation
RES 375 F
Cr: 3; Credit hrs: 90
In this third course in the track sequence, intended for advanced students in painting conservation, students will acquire further confidence in the various phases of painting conservation. In this course it will be the student, under the instructor’s supervision, who proposes the type of conservation and restoration treatments needed as well as the techniques and materials to be used. Accurate and complete proposals, in depth documentation and lab records, relevant research, and advanced practice on the mock ups will be evaluated.
Prerequisites: RES 275 Painting and Polychrome Wooden Sculpture Conservation II, or equivalent

Special Topics in Restoration
RES 399 F
Cr: 3; Credit 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 of junior standing
Advanced Project for Painting and Polychrome Wooden Sculpture Conservation

RES 400 F
Cr: 3; Credit hrs: 60
In this final course in the track sequence, students carry out important conservation work on original artworks under close instructor supervision, but with a high degree of autonomy and responsibility. Whether students work solo or in a team, the tasks, conditions and expectations correspond to those demanded of professionals in the field. Usually the artworks are those entrusted for treatment to LdM by the state agency for cultural properties. Students must prepare a complete professional-quality lab report documenting every phase and technique used. Great importance is given to an orderly working process, solid and pertinent research, precise analysis of the support, ground, binders, and paint layers, and valid written and photographic documentation.

Advanced Project for Fresco and Mural Painting Restoration

RES 405 F
Cr: 3; Credit hrs: 90
In this course a restoration project will be carried out by experienced students who are already conversant with the elementary and intermediate stages of conservation. The students will work under the instructor’s supervision on original mural paintings at an authentic onsite location situated either in Florence or in its surroundings. This project will be designed to offer students the opportunity to execute all phases of a restoration project, from analysis to completion. Students will be required to complete a lab report documenting every phase and technique used in order to authenticate the professional experience acquired in the course project. Therefore, great importance will be given to documentation, such as photography, analysis of support, ground, binders and paint layers, as well as to art historical research. Along with practical laboratory work, the course aims to widen students’ knowledge of the theoretical restoration problems encountered, the ethics of restoration, and the choices that have to be made from the variety of restoration processes available. The course will consolidate skills relating to evaluation and description or pre-restoration conditions of a work of art, and specific procedures that will be executed during each phase of analysis and restoration, plus the conclusion and post-restoration care plan.
Prerequisites: RES 360 Advanced Fresco Painting and Restoration, or equivalent

Chemistry Applications for Art Conservation

RES 410 F; Cross listed: CHM 410 F
Cr: 4; Credit hrs: 90
This course provides an in-depth discovery and practice of how chemical principles and analytical methods apply to the conservation of art. Materials used in art are reviewed with regard to their chemical properties, behaviors and methods of restoration. The three-hour per week laboratory sessions provide hands-on experience and training in relevant methods of treatment and analysis. Taught in collaboration with the University of Florence.
Note: Specific attendance and grading policies apply.
Prerequisites: Grade of C or higher in CHM 135-136 General Chemistry I and II with Laboratory, CHM 221-222 Organic Chemistry I and II with Laboratory, or equivalents

Ceramics and Well-being

SCU 130 F
Cr: 3; Credit hrs: 90
This course is suitable for students who do not have any experience with clay or have only basic knowledge of hand-building and wheel-throwing with clay. Students will be instructed in a wide range of concepts and practices. They will gain an outlet for creative expression, and, also, improve their well-being. The tactile experiences involved in the process, the focus on the creative process, the reconnection of the body to the earth, will be among the crucial tools of this course. 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 and Well-being (Summer only)

SCU 131 F
Cr: 3; Credit hrs: 60
This course is suitable for students who do not have any experience with clay or have only basic knowledge of hand-building and wheel-throwing with clay. Students will be instructed in a wide range of concepts and practices. They will gain an outlet for creative expression, and, also, improve their well-being. The tactile experiences involved in the process, the focus on the creative process, the reconnection of the body to the earth, will be among the crucial tools of this course. 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; Cross listed: PER 150 F; PHO 150 F; PDM 150 F
Cr: 3; Credit hrs: 60
This course is a space in which fine arts majors engage critically with the creative process in their work, focus on problem-solving, explore the limits of media and the links between them, exchange ideas, and better define their personal visions. The course fosters reflective practice, heightened creativity, and the ability to work independently. Students, at different stages of their studies, are closely guided in formulating and developing individual projects to meet appropriate, precise, and pragmatic objectives. Such objectives may have to do with moving between or combining media, or taking a set of technical skills to new personal limits. Projects may also delve into sources of inspiration, or articulate and apply a creative strategy.

Introductory Sculpture

SCU 160 F
Cr: 3; Credit hrs: 90
An introduction to the materials, technical skills, and processes used in creating sculpture. Covers basic skills of constructing figurative and abstract forms in three dimensions, with emphasis on additive and subtractive modes (modeling and carving). Materials used include clay, plaster, wax, wood, and metal; projects include sculpture in the round, reliefs, and molds. Interactive critiques lay the foundation for self-assessment and critical analysis, with appropriate terminology, of sculpted works.
Introductory Sculpture (Summer only)
SCU 161 F
Cr: 3; Credit hrs: 60
An introduction to the materials, technical skills, and processes used in creating sculpture. Covers basic skills of constructing figurative and abstract forms in three dimensions, with emphasis on additive and subtractive modes (modeling and carving). Materials used include clay, plaster, wax, wood, and metal; projects include sculpture in the round, reliefs, and molds. Interactive critiques lay the foundation for self-assessment and critical analysis, with appropriate terminology, of sculpted works.

Marble and Stone Sculpture
SCU 170 F
Cr: 3; Credit hrs: 90
This class is designed for the beginning stone sculpture student. We will cover many aspects of stone sculpture, and discuss and use tools for all different types of work. Students will be introduced to the basic technical information required for working with alabaster and marble, both directly, with sketches, and small scale prototypes. Students will also be encouraged to work directly on and in cooperation with the stone they have chosen in order to perceive and develop design principles and aesthetic qualities. To begin with, students will work by hand using chisels, hammers, and finishing tools, such as grinding stones, rasps, and sandpaper. After gaining some basic understanding of working the material by hand, students will begin using air tools. They will be guided through exercises where they will handle flat, convex, and concave forms. After developing basic skills, they will be able to complete two stone sculptures.

Intermediate Ceramics
SCU 230 F
Cr: 3; Credit hrs: 90
Development of sculptural and functional clay techniques at the intermediate level. Students experiment with a variety of types of clay and modes of production, with more ambitious projects than in the prior level. They extend their knowledge of materials technology and refine their manual skills and accuracy in hand building, throwing, firing and glazing. Learning, supported by assigned technical and historical readings and reports, brings students to a deeper understanding of the creative process and of the physical nature, history and aesthetics of ceramics. Group critiques are frequent, and commitment to studio practice is essential.
Prerequisites: SCU 130 Ceramics and Well-being, or equivalent

Intermediate Sculpture
SCU 260 F
Cr: 3; Credit 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 interests. 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 will enable student to develop technique and interpretative abilities.
Prerequisites: SCU 160 Introductory Sculpture, or equivalent
Foundations of Architectural Design
ARC 175 F
Cr: 3; Credit hrs: 45
The course will give the students an introduction to the system of architectural representation in plan, section, and elevation. Projects will include a study and analysis of a particular space or building in Florence. It will consist of 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 students to the processes and production of architectural design.

The Built Environment of Florence
ARC 201 F; Cross listed: ART 201 F
Cr: 3; Credit hrs: 45
This course surveys Florence's remarkable architectural history from its origins to the present, with special attention to the medieval to the late renaissance eras (c.1000-c.1600). It traces the broad evolution of architectural style and town planning revealed by buildings, city walls, streets, and squares. By connecting this narrative to that of Florence's exceptional economic, cultural, and artistic ascent in its historical prime and to developments in the rest of Europe generally, the story of an influential series of choices reemerges. Through numerous site visits, students test early and modern sources against the physical evidence. They learn to visually "read" the stylistic as well as the material and socio-cultural histories of buildings and spaces.

20th Century Design and Architecture
ARC 202 F; Cross listed: ART 202 F
Cr: 3; Credit 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 talents to the small scale (object and 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, scientific, and technological discoveries. The course provides students with the tools to understand innovative elements introduced by a new trend and to remain up-to-date in this ever-changing field.

Architecture and Fashion
ARC 211 F; Cross listed: INT 211 F
Cr: 3; Credit 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 to display 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 regard to 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 mutual foundation of the two fields, using 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; Cross listed: INT 220 F
Cr: 3; Credit 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 (1960-80s). 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 equivalent

Perception of Form and Space
ARC 230 F; Cross listed: INT 230 F
Cr: 3; Credit hrs: 45
Comprehensive study of the factors influencing the perception of form and space in environmental and artistic applications. The course investigations include the design of objects, the development of interior and exterior spaces, and the interaction among them. Students study some fundamental elements of three-dimensional design and their application in order to provide solutions to real-world problems.

Architectural History: Italian Urban Design
ARC 248 F; Cross listed: ART 248 F
Cr: 3; Credit hrs: 45
The course embraces ancient design and the 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 series of different superimposed urban textures.

History and Theory of Landscape Architecture
ARC 260 F
Cr: 3; Credit 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 cultural: 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 symbolism.

Public Space Design
ARC 269 F
Cr: 3; Credit hrs: 90
The course will investigate the key role of public space in contemporary cities. Special attention will be placed on the
The goal of this course is to learn a method to understand the relationship between architecture and the urban context and to be able to design a relevant architectural project. Emphasis is on the historical context and 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 oral presentation delivered in class.

Note: It is highly recommended that students be equipped with a personal laptop for design projects.

Prerequisites: At least three prior semesters in Architecture courses.

Architecture Studio: Special Topics

ARC 380 F
Cr: 3; Credit 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 museums, airports, railway stations, waterfronts, or emergency constructions. The course is organized to equip students with the skill sets to create a comprehensive design and implement architectural projects of notable complexity and scale.

Prerequisites: At least three prior semesters in Architecture courses.

Architecture Studio: Designing within and for Communities

ARC 382 F
Cr: 3; Credit hrs: 90
This is a project-based service-learning studio course emphasizing team approaches to solving complex design problems that enhance social and civic functions within
societies. Students develop architectural projects in the local community working hand-in-hand with institutional or not-for-profit type clients. It involves conducting client interviews and writing reviews, doing research and analysis of an existing site, sustainable goals setting, rudimentary urban planning and permitting, architectural programming, schematic design, project management and documentation. This course emphasizes community service activities and interactions with other professions within the built environment as a methodology to enrich personal growth and academic development.

Note: It is highly recommended that students be equipped with a personal laptop for design projects.

Prerequisites: At least three prior semesters in Architecture courses

FAS – FASHION DESIGN, MARKETING AND MERCHANDISING

Introduction to the Fashion Industry
FAS 100 F
Cr: 3; Credit hrs: 45
This core introductory course briefly looks at the historical origins of fashion and the Made in Italy phenomenon, and provides students with an overview of the fashion industry from research and design to the marketing of the finished product. In general terms, we will also consider the global textile industry and leather market. The teacher will introduce potential career opportunities within the field. Students will acquire knowledge of basic industry terms and the process of apparel production from concept to the consumer.

Principles of Apparel Design
FAS 120 F
Cr: 3; Credit 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; Credit 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. Technical drawing is included. Through lectures and demonstrations students will have the opportunity to develop their knowledge and skills in communicating their designs.

Construction Techniques
FAS 150 F
Cr: 3; Credit hrs: 90
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 execute construction methods used in the apparel industry. A variety of sewing techniques from stitches and seam treatments to the application of trim and garment components will be included while completing samples in muslin. A sample book is developed of industry construction techniques as a reference guide. At the end of the course each student will produce a garment integrating the skills learned.

Fashion Illustration I
FAS 160 F
Cr: 3; Credit hrs: 90
This course for beginning students explores the world of fashion illustration. Students will learn how to draw a fashion figure, render fabrics and designs using a variety of media such as markers, pencils, and collage. Special attention will be given to coloring and shading. During the semester there will be a site visit to the Costume Gallery at the Pitti Palace, a museum of worldwide importance. Students will learn to illustrate designs and technical flat drawings. In addition, they will present a conceptual moodboard, research target markets, and create a collection.

Patternmaking
FAS 180 F
Cr: 3; Credit hrs: 90
This course in flat-pattern allows the designer to draft and manipulate patterns or blocks efficiently and create new patterns with custom measurements. Students begin with basic patterns and learn to manipulate fit and design lines while respecting the fundamental rules of pattern making. The semester project will include two designs. Each design will be cut in muslin first to resolve fit and construction. By understanding pattern development students will be able to gain a wider understanding of the possibilities of apparel design and construction.

Prerequisites: FAS 150 Construction Techniques, or equivalent

Anthropology of Fashion and Desirability: Beyond the Catwalk
FAS 185 F; Cross listed: ANT 185 F
Cr: 3; Credit hrs: 45
How are anthropology and fashion related? How can this social sciences field 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; Credit 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
CAD for Fashion Design I

**FAS 200 F**

Cr: 3; Credit 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 digital layouts, from concept and the research process to technical flat drawings for industry. Presentational formats and techniques are covered including fashion drawings. The result of the research consists of concept moodboards, color story, fabric, textile prints and pattern designs.

Note: It is recommended to have an understanding of garment construction.

Prerequisites: FAS 160 Fashion Illustration I, or equivalent; or concurrent enrollment

**Fashion Styling**

**FAS 210 F**

Cr: 3; Credit hrs: 60

This course gives insight into a form of fashion communication by offering an opportunity to understand the process of creating a fashion image for a brand, publication, media or entertainment industry in the field of fashion styling. Students gain theoretical understanding and application in discovering creative expression with a focus on developing a concept for a client's brief, project planning, team management and learning to interact with photographers and industry players. Students identify trends and key practitioners in the field.

Prerequisites: Majors in Fashion Design, Fashion Marketing, Fashion Merchandising, or Fashion Communication; minimum sophomore standing

**Fashion Marketing**

**FAS 215 F**

Cr: 3; Credit hrs: 45

This course explores fashion marketing and merchandising. It focuses primarily on brands and 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 examine current business practices, new and emerging trends, and issues that impact the fast-moving environment of the fashion and textile industry. They will also investigate the marketing aspects involved with the globalization of the industry, trade shows, and key events. Special topics are the European fashion system, its central importance, and its comparison with some American brands and strategies. Case studies will provide a vision of how companies in today's environment are evolving marketing plans to meet the new consumer demand, in terms of product design, distribution, and communication.

**Fabric Styling**

**FAS 220 F**

Cr: 3; Credit hrs: 60

Fabric Styling is a practical studio course on surface design in which a variety of textile techniques are demonstrated with attention given to dyeing, painting, screen-printing, and digital printing. Surface treatments, such as embroidery, beading, and appliqué are included. Visual communication skills are emphasized through the presentation of concept development, trend research, and moodboards. Students create adigital portfolio that illustrates the diverse surface techniques including the process of their own textile designs.

**Fashion Consumer Behavior**

**FAS 225 F**

Cr: 3; Credit hrs: 45

This course examines the decision-making process of the customer through fashion concepts, theories, cultural influences, demographics, psychographics, and consumer dynamics. Students learn the analysis of perceptions, communication, and ethics to determine how a customer can turn into a consumer by understanding behavior and reactions to the impact of purchasing. Students analyze research data and the application in assessing market strategy. The theory of motivation and the reasons underlying the wearing of clothes are also studied.

**Visual Merchandising**

**FAS 235 F**

Cr: 3; Credit hrs: 45

This course explores contemporary visual merchandising strategies. It focuses primarily on understanding visual merchandising techniques, concepts and processes, and how visual merchandising efforts support retailing trends and sales success in retail store spaces. We will analyze the philosophy behind the creative process and identify a variety of resources for idea development, such as marketplace dynamics and consumer trends. The aim of this course is to prepare students in the process of designing, planning, and organizing visual displays and in-store designs that effectively communicate brand identity. The course lectures will present students with the theory and techniques for visual displays, and will guide them through the design and creation of model window display and/or in-store designs. This course provides a vision of how retailers in today's environment are adapting visual merchandising and communication strategies to meet consumers' demands.

**Costume Design**

**FAS 236 F**

Cr: 3; Credit hrs: 60

This is a studio course offering students an opportunity to build research skills and construct period inspired costumes. Through the process of costume design, students will explore costume history, develop concepts, create mood-boards, and sketch design ideas. Class visits to the Museum of Fashion and Costume at the Pitti Palace will be included to gain further knowledge of historic costumes and inspire imagination. Emphasis will be on learning the sewing techniques practiced in the construction of theater costumes. Throughout the semester a design journal is developed which records the costume design process and techniques as a resource reference. At the end of the course students will have produced an individual design based on historical patterns integrating the skills learned.

Note: Understanding of costume history is beneficial.

Prerequisites: FAS 150 Construction Techniques and FAS 180 Patternmaking, or equivalents

**Fashion Illustration II**

**FAS 245 F**

Cr: 3; Credit hrs: 90

This is an intermediate level drawing course for students who already have a basic knowledge of fashion design and drawing skills. Particular attention will be given to rendering a variety of fabrics and textural effects on a garment which is the base for the development of a personal illustration style. Technical drawing will be studied and further developed in order to improve design skills and enhance knowledge of industry methods. Students will create a collection and conceptual moodboard including target market research.

Prerequisites: FAS 160 Fashion Illustration I, or equivalent
Draping
FAS 250 F
Cr: 3; Credit hrs: 90
Draping, a method of pattern development, begins with shaping muslin on the dressform. Students learn the basic rules of draping and create variations of basic bodice and skirt. From the conceptual phase to the finished garment, designers will have an opportunity for creative use of construction details. Particular attention is given to the expression of original designs, when executing the final project which includes the variety of technical elements learned. Accurate workmanship and attention to detail are necessary to be successful in this course.
Prerequisites: FAS 150 Construction Techniques, or equivalent

Retail Management
FAS 265 F
Cr: 3; Credit hrs: 45
This course focuses on understanding the retail environment from a historical perspective, and on its new or emerging developments. In-depth knowledge of retail strategies, operations, organizational structure, and formats, including managerial ethics, will help students become successful retailers. They will be introduced to multi-channel and international retailing, as well as to supply chain management. Students will also learn the importance of human resources management and strategic planning.
Prerequisites: FAS 100 Introduction to the Fashion Industry, or equivalent (or concurrent enrollment), or an introductory business course

Knitwear I
FAS 270 F
Cr: 3; Credit hrs: 90
This course is designed to familiarize students with the fashion knitwear industry and is aimed at student interested in learning about the whole process, from yarn characteristics and structures, to knitting techniques, finally to finished hand-knitted garments. Students will master basic knit stitches and construction techniques, and will be able to create individual designs, from the phase of the yarn selection to the finished garment. The course has drawing and experimental components, and includes machine-knitting demonstrations. At the end of the course students will be able to assemble the research process into a knitwear portfolio.
Prerequisites: FAS 160 Fashion Illustration I, or equivalent; or concurrent enrollment

Accessory Design
FAS 280 F
Cr: 3; Credit 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. The course includes the design and technical skills necessary in the creation of accessory products. Particular attention is given to trend forecasting, sketching, and technical drawings. Using CAD technology, students design a small range of accessories and develop a collection portfolio focused on handbags, millinery, scarves, and more. Site visits are included.
Prerequisites: FAS 200 CAD for Fashion Design I and FAS 160 Fashion Illustration I, or equivalent

Accessory Design (Summer only)
FAS 281 F
Cr: 3; Credit hrs: 45
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. The course includes the design and technical skills necessary in the creation of accessory products. Particular attention is given to trend forecasting, sketching, and technical drawings. Using CAD technology, students design a small range of accessories and develop a collection portfolio focused on handbags, millinery, scarves, and more. Site visits are included.
Prerequisites: FAS 200 CAD for Fashion Design I and FAS 160 Fashion Illustration I, or equivalent

History of Costume
FAS 285 F
Cr: 3; Credit hrs: 45
Students explore the historical styles of Western dress and adornment through the ages from the ancient Egyptian period to the 20th century. Costume is viewed within the context of the period related to major historical developments, technology, production, and the economy. Further discussions center on the cultural and religious influences, societal values, political climate and specific individuals seen to influence the fashions of each time period.
Prerequisites: Sophomore standing

Fashion Buying Concepts
FAS 300 F
Cr: 3; Credit hrs: 45
Retail and the fashion business are stimulating, fascinating, and constantly evolving. Understanding the dynamics and significance of retail buying concepts will be critical to the success of anyone interested in buying, selling or communicating consumer fashion products and services. Students will study fundamentals of retail buying including planning, assorting, pricing and purchasing fashion inventories. We will also consider the effects of different retail formats on purchasing, identifying and evaluating of resources and ethical issues in sourcing. With global fashion industry constantly undergoing change, an important part of this class involves understanding current events and the effect on retail buying. The course is targeted towards students who have taken some basic class in this field (see prerequisites), and are exploring the possibility of a career in fashion buying, merchandising, marketing. The course work will emphasize communicative ability, and the ability to work in teams.
Prerequisites: Fashion Merchandising, Retail, Marketing, or Management majors/minors

History of Italian Fashion
FAS 305 F
Cr: 3; Credit hrs: 45
This course introduces students to the main historical styles, concepts, and definitions of fashion and fashion design throughout the history of Italian fashion, from its beginning to the present time. Italian fashion will be studied in context, using historical documents and other materials to illustrate relevant time periods, styles, or techniques. We will focus on the lives and careers of some of the most significant Italian designers, including Schiaparelli, Ferragamo, Fontana, Capucci, Valentino, Pucci, Armani, Versace, Dolce & Gabbana, Prada, Gucci, and Cavalli. We will also give special emphasis on the rise of Italian fashion in Florence in the '50s.
Prerequisites: Junior standing or fashion majors/minors

Advanced Project in Fashion Design
FAS 312 F
Cr: 3; Credit hrs: 90
In this course students will work together under the supervision of the professor to realize a professional project. The assigned project offers an environment to simulate industry design practices. The student will acknowledge the richness and
the complexity of the design process by developing it from concepts, initial sketches, and pattern development to the final presentation of completed garments for a target market. Individual design journals are required documenting research materials, concept and line development.

Prerequisites: FAS 245 Fashion Illustration II and FAS 250 Draping, or equivalents

**Fashion Communication**

**FAS 314 F**

Cr: 3; Credit hrs: 45

In this course students analyze how to convey fashion brand identity and positioning through both traditional and digital media channels. Fashion communication regards every facet of information relating to fashion, in all available media: journalism, magazines, cinema, visual arts, social media, photography, blogging and more. The course covers trends and solutions to improve brand value communication. Students learn to analyze Web marketing and communication strategies. Skills developed include fashion writing, fashion show reviews, analysis of advertising campaigns; the ability to find and use social media and marketing research data; strategies that enable brand value to be improved and conveyed to an expanding global consumer base.

Prerequisites: FAS 215 Fashion Marketing, or BUS 210 Principles of Marketing, or equivalents, or major/minor in Communications or Journalism

**Advanced Pattern Development**

**FAS 319 F**

Cr: 3; Credit hrs: 90

This advanced course provides an opportunity to further develop patternmaking skills and utilize flat pattern and draping methods to produce original designs. The focus will be on bias drape and cut techniques and creating volume as applied to the semester project of two complete eveningwear outfits. Design development includes meeting specific technical requirements and research for a target customer and market category. Market category may change each semester depending on industry trends or instructor’s area of expertise.

Prerequisites: FAS 180 Patternmaking and FAS 250 Draping, or equivalents

**Product Development**

**FAS 325 F**

Cr: 3; Credit hrs: 45

In this advanced course students learn the methods used to plan, implement, and manage the development of apparel products. Target market description and analysis, trend forecasting, garment styling, materials selection, sourcing, and production are all part of the product development and apparel manufacturing process that are presented in this course. Additional topics focus on private label techniques, cost and quality control in the development from concept to finished product.

Prerequisites: Fashion majors/minors of junior standing

**Collection Development I**

**FAS 330 F**

Cr: 3; Credit hrs: 90

This advanced fashion design course is structured to allow students to create a cohesive collection expressing a strong personal style and supported by a professional presentation and layout. Beginning with a concept, students learn how to organize and plan a collection based on a specific customer and target market, appropriate fabrics and trims and portfolio presentation. Industry standards will be followed in all stages of garment development. Elements of the process include: conceptual development, research, design process, line development, materials, construction techniques, and styling for final presentation.

Prerequisites: 1) FAS 245 Fashion Illustration II or FAS 345 Design Workshop; 2) FAS 312 Advanced Project in Fashion Design or FAS 319 Advanced Pattern Development, or equivalents

**Knitwear II**

**FAS 332 F**

Cr: 3; Credit hrs: 60

This course is structured to provide the principles of design and construction for fully-fashioned knitwear, including swatch development, yarn selection, garment construction. Special attention is given to the analysis and identification of knit fabric structure and construction techniques. Advanced stitches such as cables, links, and lace are developed and industrial methods of measuring and sizing are demonstrated. Both hand and machine knitted projects are produced with a portfolio of research materials, concept development, and trend directions.

Prerequisites: FAS 270 Knitwear I, or equivalent

**Corsetry**

**FAS 333 F**

Cr: 3; Credit hrs: 60

Throughout costume history the corset has played a significant role in defining the female form and dress. From early origins to modern times, the corset has changed to address the trends of the period. From Catherine De Medici to Alexander McQueen, the corseted silhouette has been a focus for not only fit and shape but as a means for creative expression. Corsetry will center on the design and construction of a historically inspired corset. Researching fashions from the Renaissance to the 21st century, with a site visit to a world-renowned museum, students will learn the development and influence of this timeless structure in the history of fashion.

Prerequisites: FAS 150 Construction Techniques and FAS 180 Patternmaking or FAS 250 Draping, or equivalents

**CAD for Fashion Design II**

**FAS 335 F**

Cr: 3; Credit hrs: 60

Students will apply their knowledge of computer aided design technology to transform their creative ability into professional digital presentations using industry standard software. Attention is given to building upon research skills for identification of target market and concept development. This advanced course prepares the student in designing a collection from the planning process through line development, including materials, technical flats and spec sheets for industry use.

Prerequisites: FAS 200 CAD for Fashion Design I, or equivalent

**Design Workshop**

**FAS 345 F**

Cr: 3; Credit hrs: 60

This course merges aspects of the design process from concept to realization. Students employ trend and historical research to produce original illustrated designs in specific apparel categories and markets. Emphasis will be on creativity and innovation during the design development. Fabric, trims, surface decoration, applied and structural details are addressed. Students will be encouraged to strive for personal expression through each step: focused research, and line development, illustrations, and presentational techniques and layout.

Prerequisites: FAS 245 Fashion Illustration II, FAS 180 Patternmaking, and FAS 250 Draping, or equivalent

**Luxury Brand Management**

**FAS 352 F; Cross listed: BUS 352 F**

Cr: 3; Credit hrs: 45

This course offers students an opportunity to develop a deeper understanding of luxury, a multi-billion dollar market for branded luxury goods and services. Students examine luxury brand management both as a concept and as global reality.
while addressing historical development, political, economic, and social aspects, and the continued impetus for design, pop culture, and the arts. Exploring how luxury brands are evolving and their identities in terms of desire, status, and exclusivity, including supply and demand, consumption, and value, helps to explain how luxury brands resist global economic recession. The challenges of building, protecting, and strengthening a brand are examined from a broad range of diverse products. The course addresses the economic management and the distribution channels of a brand. Exploring a wide range of case studies, 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 management.

Prerequisites: BUS 210 Principles of Marketing or FAS 215 Fashion Marketing or equivalents, or Business, Management, Marketing or Merchandising majors of junior standing.

### Trend Forecasting

**FAS 355 F; Cross listed: JWy 355 F; INT 355 F**  
Cr: 3; Credit hrs: 45

This course is designed to promote research and analytical skills by teaching the key methods to forecast fashion trends by exploring processes and methods used to define short and long term industry forecasts. Students acquire key techniques in the research and analysis of emerging trends. They learn the difference between macro and close-to-season trends, and why trend forecasting is primary to the fashion industry. The course examines the forecasting framework and the analysis of trend and lifestyle information, marketplace dynamics, and consumer profile. The increasing value trend forecasting provided can influence future businesses and affect diverse industries; from automotive and apparel to interiors and household products.

Note: Knowledge of Adobe Illustrator/Photoshop is recommended.

Prerequisites: Fashion / Textile / Interior / Jewelry majors

### Fashion Lab - Experimental Design

**FAS 360 F**  
Cr: 3; Credit hrs: 60

Understanding fashion and how the elements of the surrounding environment contribute to a design concept is at the core of this advanced design course. Students will analyze Florence rich art and cultural history as a source of inspiration, by exploring potential resolutions for experimental fashion designs. This course is aimed to encourage creativity to surface in unexpected ways, through assigned projects, inspiration, studio visits, and in-depth research. The city offerings, museum studies and fashion intertwine to solve the fashion design problems presented throughout the semester. Designers are provided with a chance to investigate and discover alternate approaches to materials in creating fashion designs. This course challenges students to reflect on sustainable or environmental considerations, and encourage them to think outside the box and to explore various resources for material usage. Fashion designers are offered an opportunity to broaden their creative skills by using unusual materials, pushing traditional boundaries in the age-old quest of clothing the human form.

Prerequisites: FAS 250 Draping and FAS 160 Fashion Illustration I, or equivalent

### Fashion Design Internship

**FAS 362 F**  
Cr: 3; Credit 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 the 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. Placements are with independent fashion and related businesses, boutique and tailoring workshops. Interns develop and carry out various activities which may include but are not limited to: retail management, visual merchandising, window display, events, sales, customer service, sales and inventory reports, cataloging of products.

Note: Placement opportunities are limited and subject to change. Admission is contingent on the student’s CV, two reference letters, a formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon the 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) Concurrent enrollment in a course in the same field; 3) Elementary Italian 2 completed (ITL 102 level) and concurrent enrollment in an Italian class

### Merchandise Planning and Control

**FAS 365 F**  
Cr: 3; Credit 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

### Interdisciplinary Design

**FAS 368 F; Cross listed: GRA 368 F; INT 368 F**  
Cr: 3; Credit hrs: 60

This advanced course offers design students an opportunity to work in class teams with a collaborative approach, learning about the thinking and processes of diverse design disciplines while finding creative solutions. The teams consist of cross- or multi-disciplinary majors. The aim is to adopt a collective mindset to research development and problem-solving, in the process discovering the commonalities underlying design processes. Each collective response requires integrating ideas to create effective and innovative solutions to current design needs and problems. Through this course students acquire multiple viewpoints within a global context, simulating the demands of today’s multidisciplinary work environment.

Prerequisites: At least three prior semesters of design courses (architecture, fashion, graphic, interior, product, industrial, or textile design)
**Portfolio Development**

**FAS 380 F**  
Cr: 3; Credit hrs: 90

This advanced fashion design course is structured to provide students an opportunity to prepare a professional portfolio. The course will be divided into two parts: In the first, students will work on developing their market-specific capsule collections including fabric, illustrations and technical flats drawings. In the second part of the course, the projects are developed as a digital portfolio in addition to the traditional format. Special attention will be given to portfolio presentation and projects including a business card and a digital brochure. Students will improve their rendering skills, provide up-to-date trend research while presenting an accurate and detailed presentational layout.

Prerequisites: FAS 200 CAD for Fashion Design I, FAS 245 Fashion Illustration II, or equivalent

**Global Fashion Merchandising**

**FAS 382 F**  
Cr: 3; Credit hrs: 45

This course analyzes the multiple merchandising practices, in a global context, of both retail and wholesale fashion apparel companies. 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 the impact of cultural, religious, and legal systems, and the political landscapes. Students will learn the different practices necessary to work in a global environment.

Prerequisites: 1) FAS 100 Introduction to the Fashion Industry; 2) BUS 210 Principles of Marketing or FAS 265 Retail Management or equivalent

**Collection Development II**

**FAS 400 F**  
Cr: 3; Credit hrs: 90

In this capstone course students will apply acquired knowledge to develop a cohesive collection of original designs. The designer and line development through finished garments, a capsule group of completed outfits will be produced. Emphasis is placed on creativity, originality, technical skill, execution, and marketability. In addition to finished garments the designer records the process in a design journal and develops portfolio-ready fashion illustrations.

Prerequisites: FAS 330 Collection Development I, or equivalent

**Fashion Employment Seminar**

**FAS 415 F**  
Cr: 1; Credit hrs: 15

This course for upper-level fashion students helps 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 resumes and business cards, write cover letters, and prepare interviews.

Note: Strong writing and communication skills in English 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; Credit hrs: 45

This advanced course provides students an opportunity to plan a virtual company from concept to creation. The course entails writing a business plan, analyzing market and competition, creating the image of the brand, selecting multiple distribution channels, and managing human resources. Although focused on fashion, this upper-level course has general applicability.

Prerequisites: Junior standing in fashion, textiles, or business, or concurrent enrollment in the Fashion Marketing and Merchandising certificate. Knowledge of basic marketing is recommended

**GRA – GRAPHIC DESIGN**

**Digital Toolbox**

**GRA 103 F**  
Cr: 3; Credit hrs: 45

The Digital Toolbox provides essential skills in digital media applications including developing text, still and moving images, information graphics, and audio files for Web-based presentation for a wide range of communication professions and serves as a foundation for more advanced courses involving Web-based production.

**20th Century Graphics and Illustration**

**GRA 150 F**  
Cr: 3; Credit 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 entail 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 ideas.

**Digital Sketchbook**

**GRA 165 F; Cross listed: PDM 165 F**  
Cr: 3; Credit hrs: 90

In this course students combine traditional and digital media. In drawing sessions at 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 using Photoshop one or more of their traditionally painted images. In this way, students discover the benefits and drawbacks with regard to traditional and graphic approaches.

Note: Experience in drawing and in using Photoshop is recommended.
Graphic Design
GRA 170 F
Cr: 3; Credit 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 using 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 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.
Prerequisites: GRA 185 Digital Graphic Techniques Fundamentals, or equivalent

Graphic Design (Summer only)
GRA 171 F
Cr: 3; Credit 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 using 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 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. Professional printing skills are developed in a commercial printing center.
Prerequisites: GRA 185 Digital Graphic Techniques Fundamentals, or equivalent

Digital Graphic Techniques Fundamentals
GRA 185 F
Cr: 3; Credit hrs: 90
This course trains students in the basics of computer graphics, developing foundational techniques and skills within 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)
GRA 186 F
Cr: 3; Credit hrs: 45
This course trains students in the basics of computer graphics, developing foundational techniques and skills within 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
Cr: 3; Credit 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 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 of 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
Cr: 3; Credit 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 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 of 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; Credit 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.
Prerequisites: GRA 185 Digital Graphic Techniques Fundamentals, or equivalent
Comicon Art
GRA 220 F; Cross listed: PDM 220 F
Cr: 3; Credit 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 comic styles and genres, including the graphic novel, will be presented and each student will be guided to work within those that are most suitable. The project emerges from students’ close understanding of these and other specific elements and tools.

Rendering Essentials
GRA 230 F
Cr: 3; Credit 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 3D. Particular emphasis is given to the rendering of three-dimensional objects for professional purposes; for instance, projects of mass products, virtual spaces, graphic symbols, and packaging. At the end of the course, students will have a robust background to face the demanding requirements of 3D. Practical projects will be pursued in order to provide students with a professional approach to various problems.
Prerequisites: GRA 185 Digital Graphic Techniques Fundamentals, or equivalent

Workshop in Graphic Design
GRA 262 F
Cr: 3; Credit hrs: 45
Conceived for students who have already learned how to develop the fundamentals of graphic design using the basic tools and expect to test themselves through more ambitious projects, the course offers the opportunity to learn by working on real cases with effective professional goals. The core of the 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 crowd-sourcing 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.
Prerequisites: GRA 185 Digital Graphic Techniques Fundamentals, or equivalent

Creative Processes in Visual Communication
GRA 280 F
Cr: 3; Credit 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; Credit 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. The Internet is nowadays the most powerful advertising medium able to reach specific targets. This course analyzes all of 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 the Internet and the Web.
Prerequisites: GRA 170 Graphic Design, or equivalent

Dynamic Web Design
GRA 295 F
Cr: 3; Credit hrs: 45
Cascading Style Sheets (CSS) have become the real state of the art of Web design. While standard XML and HTML rely on style sheets for all stylistic presentation, the Web Accessibility Initiative makes use of CSS to improve 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.
Note: Intermediate level proficiency in a raster graphic software (e.g., Adobe Photoshop, Pixelmator, Adobe Painter) and a vector graphic software (e.g., Adobe Illustrator, Adobe InDesign, Corel Draw) is required.
Prerequisites: GRA 215 Web Design, or equivalent

Workshop in Creative Advertising
GRA 305 F
Cr: 3; Credit 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 the work of a real advertising agency.
Prerequisites: 1) COM 130 Introduction to Communication or BUS 210 Principles of Marketing; 2) GRA 185 Digital Graphic Techniques Fundamentals, or equivalent
Graphic Design Project Development

GRA 310 F
Cr: 3; Credit 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 printed works in graphic design 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 185 Digital Graphic Techniques Fundamentals, or equivalent

Web Animation

GRA 320 F
Cr: 3; Credit 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.

Prerequisites: 1) GRA 185 Digital Graphic Techniques Fundamentals; 2) GRA 215 Web Design, or equivalent

Graphic Center Internship: LdM Printing Center

GRA 360 F
Cr: 3; Credit hrs: 135

This internship gives participants an opportunity for hands-on practice in the Graphic Design field. Through the internship in the Tetriz lab (the Lorenzo de’ Medici printing center), students learn everything about professional printing services such as the design and printing of brochures, leaflets, booklets, posters, top-quality images, 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 the 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.

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

Prerequisites: 1) Graphic Design majors of junior standing; 2) Concurrent enrollment in a course in the same field. Fluency in Italian may be advantageous, but is not required.

Graphic Design Internship

GRA 361 F
Cr: 3; Credit 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 the 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 placement is either with advertising and communications agencies or with the LdM Graphic Design Office. Interns develop and carry out various activities which may include, but are not limited to: graphic design, packaging, corporate identity, logos, posters and flyers, catalogs, marketing materials, social media posting, layout of applications and e-commerce Web sites, Web programming, art direction.

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

Prerequisites: 1) Graphic Design majors of junior standing; 2) Concurrent enrollment in a course in the same field. Technical requirements: Proficiency in Adobe Photoshop, Illustrator, InDesign, Dreamweaver, Mac computers. Recommended: Creativity, drawing skills / Web programming knowledge. Fluency in Italian may be advantageous, but is not required.

Interdisciplinary Design

GRA 368 F; Cross listed: FAS 368 F; INT 368 F;
Cr: 3; Credit hrs: 60

This advanced course offers design students an opportunity to work in class teams with a collaborative approach, learning about the thinking and processes of diverse design disciplines while finding creative solutions. The teams consist of cross- or multi-disciplinary majors. The aim is to adopt a collective response to research development and problem-solving, in the process discovering the commonalities underlying design processes. Each collective response requires integrating ideas to create effective and innovative solutions to current design needs and problems. Through this course students acquire multiple viewpoints within a global context, simulating the demands of today’s multidisciplinary work environment.

Prerequisites: At least three prior semesters of design courses (architecture, fashion, graphic, interior, product, industrial, or textile design)

Motion Graphic Techniques

GRA 370 F
Cr: 3; Credit 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 of the realization of digital video productions. This course emphasizes creativity as well as personal and collective research. Students acquire a solid theoretical base and an advanced use of software to become editors of advertising promotional videos, clip, and motion trails. This is a course for advanced students.

Prerequisites: GRA 262 Workshop in Graphic Design, or equivalent

Brand Design

GRA 382 F
Cr: 3; Credit hrs: 45

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 guides students through the process of inventing a new brand, starting from the analysis of pertinent
economic trends, then proceeding to understanding where the consumer’s choice will be addressed in the near future and last, based on these studies, finalizing everything in the creation of a new brand complete with all the features that concern graphic design: name, logo related to corporate identity, general look and feel, payoff, slogans and multi media formats. This course carries the range of activities of the graphic designer into the areas of marketing and copy writing.

Prerequisites: 1) GRA 305 Workshop in Creative Advertising; 2) BUS 210 Principles of Marketing, or equivalents

**Graphic Design for Advertising**

**GRA 400 F**

**Cr:** 3; **Credit hrs:** 45

Branding, naming, lettering, copy-writing, and imaging; these concepts and their techniques -- the basis of advertising -- will become familiar to students enrolled in this course. From an understanding of the fundamentals of art direction and copy-writing, students will learn how to analyze the characteristics of a brand, a product, or a cultural event and how to extract the key points upon which they will build an effective advertising campaign. An introduction on marketing will guide students in the analytic process through which the appropriate target for their campaign may be identified. The course centers on the creation of graphic illustrations, logotypes, and trademarks, and on the manipulation of images and the basics of typography and lettering. Students will extend their skills in the use of computer hardware and software and digital devices, essential tools in modern advertising production, such as printers, scanners, digital cameras, and global communication via the Internet.

**Prerequisites:** GRA 262 Workshop in Graphic Design, or equivalent

**Computer 3D Animation**

**GRA 405 F; Cross listed: INT 375 F**

**Cr:** 3; **Credit 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 moving and walking through 3D architectural spaces; to design objects that will be assembled using animation techniques; to manage and depict light changes during the day in interior design projects with time lapse animation; to represent moving and walking through 3D architectural spaces; and to animate logos. After having learned the basic techniques of animation, students will continue to the editing process, to scripting, and to ways to distribute and make visible their animated presentations in different media, from DVD to the Internet and mobile devices.

**Prerequisites:** GRA 230 Rendering Essentials, or INT 350 Computer Rendering in Interior Design, or equivalent

**INT — INTERIOR DESIGN**

**Interior Design I**

**INT 160 F**

**Cr:** 3; **Credit 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 the design 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 the 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.

**Graphic Design for Advertising**

**GRA 400 F**

**Cr:** 3; **Credit hrs:** 45

Branding, naming, lettering, copy-writing, and imaging; these concepts and their techniques -- the basis of advertising -- will become familiar to students enrolled in this course. From an understanding of the fundamentals of art direction and copy-writing, students will learn how to analyze the characteristics of a brand, a product, or a cultural event and how to extract the key points upon which they will build an effective advertising campaign. An introduction on marketing will guide students in the analytic process through which the appropriate target for their campaign may be identified. The course centers on the creation of graphic illustrations, logotypes, and trademarks, and on the manipulation of images and the basics of typography and lettering. Students will extend their skills in the use of computer hardware and software and digital devices, essential tools in modern advertising production, such as printers, scanners, digital cameras, and global communication via the Internet.

**Prerequisites:** GRA 262 Workshop in Graphic Design, or equivalent

**Computer 3D Animation**

**GRA 405 F; Cross listed: INT 375 F**

**Cr:** 3; **Credit 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 moving and walking through 3D architectural spaces; to design objects that will be assembled using animation techniques; to manage and depict 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 ways to distribute and make visible their animated presentations in different media, from DVD to the Internet and mobile devices.

**Prerequisites:** GRA 230 Rendering Essentials, or INT 350 Computer Rendering in Interior Design, or equivalent

**Perspective Drawing and Rendering**

**INT 180 F**

**Cr:** 3; **Credit hrs:** 90

This course aims at giving 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; **Credit hrs:** 45

The course aims at providing students with the necessary skills to execute technical drawings, skills that include drawing orthographic projections, axonometry, and perspective applications. Different methods of geometrical presentations are taken into account and students learn how to draw a plan, a section, and an elevation. Students also enhance their abilities in sketching and rendering of architecture, interior and product design and in understanding construction drawings with codes and dimensions. This course is taught through lectures, case studies, and gradual practical exercises and assignments that enable students to learn geometrical drawing. Students will work at a portfolio project, and understand the technical design process, while also developing the tools they will be able to use in their future projects in architecture, interior and product design.
Perspective Drawing and Rendering (Summer only)

**INT 182 F**
Cr: 3; Credit 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; Credit 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. Concepts and theories in computer graphics are presented through lectures and hands-on experience. Topics include bit map 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 elements.

**Design for Living Spaces**

**INT 210 F**
Cr: 3; Credit hrs: 90
In this course students will learn to sharpen 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 will carry out projects that must respond to the specific requirements of clients: space, technical, emotional atmosphere, accessibility, and so on. Students will be encouraged to explore design solutions that reflect definite decorative and architectural approaches. We will especially focus on programming, building code issues, space planning, and furniture arrangement. In their project, students will be asked to consider both functional and aesthetic aspects, to achieve a good solution, and to appropriately present it.

**Architecture and Fashion**

**INT 211 F; Cross listed: ARC 211 F**
Cr: 3; Credit hrs: 45
Architecture and fashion design are becoming closely related 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 regard to 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 mutual foundation of the two fields, using 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; Credit 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 the 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 arrangements receive special attention. In the project, students consider functional as well as aesthetic aspects, seeking to formulate a good solution, appropriately presented.

**Aesthetics of Design: Theory and Practice**

**INT 220 F; Cross listed: ARC 220 F**
Cr: 3; Credit 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 related 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 (1960-80s). 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.

**Design and Craftsmanship**

**INT 225 F**
Cr: 3; Credit hrs: 60
Inspired by the same spirit that animated the Bauhaus school (1919-33), i.e. erasing the gap between pure artists and craftsmen, this course will train students both in the field of craftspeople, this course will train students both in the field of the knowledge of the materials, and in that of artistic creation. From this teaching experiment, a new professional figure will emerge: the designer. This approach is still valuable today in our computer-driven age. In this course students will explore the Italian tradition of craftsmanship, a tradition that has developed continuously from ancient Rome through the Middle Ages and Renaissance to today. Students will carry out their project as their understanding of manufacturing possibilities shapes it. Experiential activities in direct contact with craftspeople will give students a deep understanding of the design potentials of materials, and of the limitations imposed by available technologies.

**Perception of Form and Space**

**INT 230 F; Cross listed: ARC 230 F**
Cr: 3; Credit hrs: 45
Comprehensive study of the factors influencing the perception of form and space in environmental and artistic applications. Studio investigations include the design of objects, the development of interior and exterior spaces, and the interaction among them. Students study some fundamental elements of three-dimensional design and their application in order to provide solutions to real-world problems.
Design Materials

Prerequisites: 1) INT 160 Interior Design I or INT 170 Product Design I 2) INT 190 CAD for Interior Design I, or equivalent

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 for 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 develop. 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

Cr: 3; Credit hrs: 45

The course objective is to give a basic knowledge of three-dimensional drawing and solid modeling. The course provides students with the basic tools to study and present design concepts in three-dimensional form, and explore 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 to analyze and visualize 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

Cr: 3; Credit 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 realize their final book, complete in all parts. They will also make a model, using 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 also be 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 equivalent

Product Design II (Summer only)

Cr: 3; Credit hrs: 45

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 realize their final book, complete in all parts. They will also make a model, using 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 also be 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 equivalent
Retail Design

INT 300 F
Cr: 3; Credit hrs: 90
This course is structured to help students develop awareness of the importance of graphic arts in design and the 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 the projects students must consider functional and aesthetic aspects, trying to formulate a good solution and present it in an 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 equivalent

Retail Design (Summer only)

INT 301 F
Cr: 3; Credit hrs: 45
This course is structured to help students develop awareness of the importance of graphic arts in design and the 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 the projects students must consider functional and aesthetic aspects, trying to formulate a good solution and present it in an 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 equivalent

Lighting Design

INT 330 F
Cr: 3; Credit hrs: 90
The course is an introduction to the world of lighting. It provides a compendium of information on illumination design practices. 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 equivalent

Computer Rendering for Interior Design

INT 350 F
Cr: 3; Credit 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; Cross listed: FAS 355 F; JWY 355 F
Cr: 3; Credit hrs: 45
This course is designed to promote research and analytical skills by teaching the key methods to forecast fashion trends by exploring processes and methods used to define short and long term industry forecasts. Students acquire key techniques in the research and analysis of emerging trends. They learn the difference between macro and close-to-season trends, and why trend forecasting is primary to the fashion industry. The course examines the forecasting framework and the analysis of trend and lifestyle information, marketplace dynamics, and consumer profile. The increasing value trend forecasting provided can influence future businesses and affect diverse industries; from automotive and apparel to interiors and household products.

Note: Knowledge of Adobe Illustrator/Photoshop is recommended.
Prerequisites: Fashion / Textile / Interior / Jewelry majors

Web Portfolio Presentation

INT 360 F
Cr: 3; Credit hrs: 90
By taking this course, students will learn to choose the best solutions and the most adequate 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 must attend the lessons and take an active role in the creative process, sharing their experiences with their classmates. An extensive overview of Web design concepts, including usability, accessibility, information design, and graphic design in the context of the Web will be presented, and common problems in Web design and image formats will be highlighted to plan a good Web site project.

Prerequisites: GRA 185 Digital Graphic Techniques Fundamentals, or equivalent

Sustainable Design

INT 365 F
Cr: 3; Credit hrs: 60
In a time of population growth, decreasing resources, climate change, pollution, economic uncertainty, and mass throwaway consumption, sustainability means survival. Sustainable design
Interdisciplinary Design
INT 368 F; Cross listed: GRA 368 F; FAS 368 F
Cr: 3; Credit hrs: 60
This advanced course offers design students an opportunity to work in class teams with a collaborative approach, learning about the thinking and processes of diverse design disciplines while finding creative solutions. The teams consist of cross- or multi-disciplinary majors. The aim is to adopt a collective response to research development and problem-solving, in the process discovering the commonalities underlying design processes. Each collective response requires integrating ideas to create effective and innovative solutions to current design needs and problems. Through this course students acquire multiple viewpoints within a global context, simulating the demands of today's multidisciplinary work environment.
Prerequisites: At least three prior semesters of design courses (architecture, fashion, graphic, interior, product, industrial, or textile design)

Concepts and Strategies for Design
INT 370 F
Cr: 3; Credit 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 equivalent

Computer 3D Animation
INT 375 F; Cross listed: GRA 405 F
Cr: 3; Credit 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 moving and walking through 3D architectural spaces; to design objects that will be assembled using animation techniques; to manage and depict 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 equivalent

Furniture Design
INT 380 F
Cr: 3; Credit hrs: 90
The course aims at providing students with a basic understanding of the theories and techniques of furniture design. In class, we will examine the various design processes and procedures, while also considering space and the functional analysis of design. For the most part, each 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.
Prerequisites: 1) INT 250 Interior Design II, or INT 293 Product Design II 2) INT 290 CAD for Interior Design II, or equivalent

Furniture Design (Summer only)
INT 381 F
Cr: 3; Credit hrs: 45
The course aims to provide students with a basic understanding of the theories and techniques of furniture design. The lessons examine the various design processes and procedures, while also considering space and the 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 equivalent

Exhibit Design
INT 390 F
Cr: 3; Credit 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 manage 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 solutions to 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 equivalent

**Exhibit Design (Summer only)**

**INT 391 F**  
Cr: 3; Credit hrs: 45

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 manage 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 solutions to 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 equivalent

**Advanced Project in Interior Design**

**INT 400 F**  
Cr: 3; Credit hrs: 60

Students will work under the supervision of the professor to develop a team project for the layout of an assigned theme. The starting point of the project will be the concept, finding the idea, style, character, the colors, and the atmosphere of the project according to the requirements of an ideal client. As the concept is defined, the project will continue with the drawings necessary to fully represent it. A detailed list of drawings necessary for each project will be handed out in class.

Note: It is highly recommended that students should be equipped with a personal laptop for design projects.

Prerequisites: At least three semesters in Interior Design

**Interior Design Internship**

**INT 461 F**  
Cr: 3; Credit hrs: 135

This internship provides practical and professional experience in the field of Interior Design. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects the 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 placement is with a local Architect/Interior Design Studio. Interns develop and carry out various activities which may include but are not limited to: designing spaces inside buildings; working with architects on layout of rooms; selecting color schemes, window treatments, hardware and lighting fixtures, paint, carpeting, furniture, and artwork.

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

Prerequisites: 1) Interior Design majors of senior standing; 2) Concurrent enrollment in a course in the same field. Technical requirements: Proficiency in interior design computer rendering programs and 3D drawing programs, technical drawing, and design skills on Mac or Windows computers. Fluency in Italian may be advantageous, but is not required

**The History of Jewels and their Symbolism**

**JWY 150 F**  
Cr: 3; Credit hrs: 45

This course will follow the evolution of jewelry, from primitive shell beads to the Renaissance then Art Nouveau and finally the modern jewelry masters. Jewelry illustrates stylistic changes, different fashions, and how taste evolves over time. We will analyze pieces of jewelry and their symbolic meaning, making reference to paintings, architecture, and decorative artworks. Part of the course will deal with jewelry as signs of power, and with the most renowned jewelry designers, from Benvenuto Cellini to Tiffany. This course will provide students with an in-depth knowledge of artistic techniques, a technical vocabulary, and a research methodology. Visits to museums, exhibitions and workshops in Florence will be integral parts of the course.

**Jewelry Design I**

**JWY 155 F**  
Cr: 3; Credit hrs: 90

Students are introduced to the creative design of jewels, by using hand drawn sketches and manual techniques. The main drawing techniques, such as orthographic projections and 3D sketches, will be taught, followed by rendering techniques using various media, such as watercolors, gouache, markers, and pastels. Existing projects by professional designers, publications, and objects from selected museums and exhibitions will be analyzed and used as additional resources.

**Metals in Jewelry Making**

**JWY 165 F**  
Cr: 3; Credit hrs: 45

This course will introduce students to the characteristics of the different metals used in modern jewelry, both precious metals (silver, gold, platinum) and non-precious ones (including copper, brass, iron, aluminum) as well as a range of new metal alloys. Students will learn about chemical and physical properties of metals, such as melting point and malleability, how fusions and alloys are made, and will directly test these notions by manipulating metals at the bench. The course will analyze each material, its origin, how it is treated and worked, and how it can be employed in jewelry. Students will do some metalworking, and will learn how to choose the materials and techniques most suitable for a wide range of jewelry types and components.

**Wax Carving and Casting Techniques I**

**JWY 170 F**  
Cr: 3; Credit hrs: 60

This course will introduce students to basic casting processes, with a focus on lost wax casting. Students will experience the whole process from designing a piece, realizing it in wax, casting it in metal, to creating a reusable rubber mold for producing multiple pieces. Emphasis will be placed on learning wax carving techniques using hard and soft wax. Once the pieces are cast in metal students will work on them to finish them into wearable jewelry pieces. Students will also learn about the technical aspects and problems of casting to keep in mind when working with wax.

**Jewelry Making I**

**JWY 180 F**  
Cr: 3; Credit hrs: 90

This course will give students a first approach to jewelry making, introducing them to the main equipment and tools (machinery, pliers, files, and saw), and to safety regulations. Students will work at the goldsmith’s bench, learning the basic techniques of jewelry making such as design transfer, sawing, filing, soldering, hammering and bending. They will create several pieces of
Jewelry Making I (Summer only)

**JWY 181 F**

Cr: 3; Credit hrs: 45

This course will give students a first approach to jewelry making, introducing them to the main equipment and tools (machinery, pliers, files, and saw), and to safety regulations. Students will work at the goldsmith's bench, learning the basic techniques of jewelry making such as design transfer, sawing, filing, soldering, hammering and bending. They will create several pieces of jewelry during the semester including a pendant, a ring with cabochon stone and earrings. The course will also introduce lost wax casting and wax carving methods. The aim of the projects is to develop manual and creative ability.

Gemology

**JWY 215 F**

Cr: 3; Credit 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; Credit hrs: 90

This course, meant for those who already have a basic knowledge of manual jewelry design, will cover additional technical and practical skills, as well as development of individual style, by means of computer aided design. Students will work on creative projects to develop ideas and learn to express their ideas in effective designs through sketches, geometrical 3D drawings and axonometric representations. Students will learn to use the 3D modeling program Rhino to create virtual models of jewelry pieces which can then also be produced in different materials.

Prerequisites: JWY 155 Jewelry Design I, or equivalent

Jewelry Making II

**JWY 255 F**

Cr: 3; Credit hrs: 90

This second part of the jewelry making course aims to further increase manual and creative abilities of students at the goldsmith’s bench. Through practical exercises students will learn various techniques in the construction of jewelry such as hollow construction, different setting structures for stones, brooch mechanisms and surface treatment of metals. Advanced knowledge in soldering principles and manipulation of metal will be addressed.

Prerequisites: JWY 180 Jewelry Making I, or equivalent

Jewelry Making II (Summer only)

**JWY 256 F**

Cr: 3; Credit hrs: 45

This course aims to increase the manual and creative abilities of students through an 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 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

Stone Setting I

**JWY 270 F**

Cr: 3; Credit hrs: 60

This course will introduce students to the main methods used in the setting of both cabochon and faceted cut stones. The preparation of the various tools and their care will be addressed. Students will learn the techniques of several types of prong settings, bezel settings for different shaped stones and fishtail settings. These methods and techniques will be taught through both demonstrations and practical exercises. Students will also develop knowledge over the most appropriate setting for each type of stone and style of jewelry, and relevant setting structure.

Prerequisites: JWY 180 Jewelry Making I, or equivalent

Contemporary Jewelry Design

**JWY 300 F**

Cr: 3; Credit hrs: 60

The course, designed specifically for the Professional Jewelry Design Certificate program, will introduce students to the contemporary world of jewelry. Through both lectures and a practical approach, students will learn where, how and why contemporary jewelry design is developed and who the jewelry makers are. Ideas and concepts by contemporary artists will be discussed. There will be practical drawing exercises, naturally building on the previous Jewelry Design courses. Visits to exhibitions and studios of practicing artists are also planned.

Prerequisites: JWY 235 F Jewelry Design II and JWY 255 F Jewelry Making II, or equivalent

Jewelry Making III

**JWY 335 F**

Cr: 3; Credit hrs: 90

This is an advanced jewelry course for students taking the Professional Jewelry Certificate program, and who already have a general background in jewelry making. Students will learn various techniques through practical exercises in articulated mechanisms for moving connections, links, closures and clasps. Students will also explore their creative styles in jewelry and study ways to combine the creative aspects to the functionality as wearable jewelry.

Prerequisites: JWY 255 Jewelry Making II, or equivalent

Trend Forecasting

**JWY 355 F; Cross listed: FAS 355 F; INT 355 F**

Cr: 3; Credit hrs: 45

This course is designed to promote research and analytical skills by teaching the key methods to forecast fashion trends by exploring processes and methods used to define short and long term industry forecasts. Students acquire key techniques in the research and analysis of emerging trends. They learn the difference between macro and close-to-season trends, and why trend forecasting is primary to the fashion industry. The course examines the forecasting framework and the analysis of trend and lifestyle information, marketplace dynamics, and consumer profile. The increasing value trend forecasting provided can influence future businesses and affect diverse industries; from automotive and apparel to interiors and household products.

Note: Knowledge of Adobe Illustrator/Photoshop is recommended.

Prerequisites: Fashion / Textile / Interior / Jewelry majors
Modern Technology in Jewelry

**JWY 360 F**

Cr: 3; Credit hrs: 45

This theoretical course, designed for the Professional Study Certificate program, addresses the characteristics of various materials and technology used in the field of jewelry today. The theory of mechanical techniques, such as the use of the turning machine and the pantograph, will be demonstrated. Jewelry related high technology such as laser cutting, laser welding, electro forming and 3D printing will be presented. Online technology related trends and influences on jewelry design and production will also be addressed.

Prerequisites: JWY 180 Jewelry Making I, or equivalent

Advanced Project in Jewelry

**JWY 415 F**

Cr: 3; Credit hrs: 90

Offered within the Professional Jewelry Certificate program only, offers students a hands-on opportunity to work on individual or group project of a jewelry collection for a determined occasion (hypothetical or real) such as jewelry fairs, exhibitions, competitions or concept series for a design brand or a fashion store. It will include all stages of project organization, from the idea to concept, to trend research, design, technical and material research, the actual production and promotion as well as packaging and the layout for showing the collection.

Note: Students must be enrolled in the Jewelry Design Professional Certificate Program

Prerequisites: JWY 335 Jewelry Making III and JWY 300 Contemporary Jewelry Design, or equivalent

Alternative Materials in Contemporary Jewelry

**JWY 420 F**

Cr: 3; Credit hrs: 45

This course, both theoretical and practical, explores the possibilities of alternative materials that can be used in the creation of jewelry. Materials dealt with may include wood, paper, textile, ceramics, resin, Plexiglas, polyester, rubber, steel and found objects. Attention will be given to the creative approach in the development of themes. Different characteristics and possibilities, positive and negative points of materials will be explored in order to be able to make a conscious selection of materials in relation to ideas and concepts. Students will work on themes, make prototypes in several different materials and then finally create jewelry pieces in the chosen material.

Prerequisites: JWY 255 Jewelry Making II, or equivalent

The Artist in the Studio

**JWY 430 F**

Cr: 3; Credit hrs: 45

This course, both theoretical and practical, explores the possibilities of alternative materials that can be used in the creation of jewelry. Materials dealt with may include wood, paper, textile, ceramics, resin, Plexiglas, polyester, rubber, steel and found objects. Attention will be given to the creative approach in the development of themes. Different characteristics and possibilities, positive and negative points of materials will be explored in order to be able to make a conscious selection of materials in relation to ideas and concepts. Students will work on themes, make prototypes in several different materials and then finally create jewelry pieces in the chosen material.

Prerequisites: JWY 335 Jewelry Making III and JWY 300 Contemporary Jewelry Design, or equivalent

Wax Carving and Casting Techniques II

**JWY 370 F**

Cr: 3; Credit hrs: 60

This course builds on the fundamental techniques learned in the previous wax carving and casting course. The aim of this course is to improve students’ creative and manual abilities to create jewelry models in wax that will then be cast in different metals. Emphasis will be placed on advanced techniques in wax carving and creative and experimental processes using different wax modelling and casting methods. Through the use of rubber molds, students will make multiple pieces of the same model which can then be divided or assembled in various ways to create a collection of jewelry.

Prerequisites: JWY 170 F Wax Carving and Casting Techniques I, or equivalent

Stone Setting II

**JWY 380 F**

Cr: 3; Credit hrs: 90

This course builds on the stone setting techniques learned in Stone Setting I. It will offer an in-depth study and practice of various stone setting techniques including channel setting, flush setting and various types of grain setting with single and multiple stones such as pavé. Students will also learn engraving techniques in Florentine style. The structural principles of the construction of the settings will also be addressed. The techniques will be taught through both demonstrations and practical exercises.

Prerequisites: JWY 270 F Stone Setting I, or equivalent

Jewelry Making IV

**JWY 410 F**

Cr: 3; Credit hrs: 90

This is a master jewelry course for students at the last stage of the Professional Jewelry Certificate program, who already have robust jewelry making knowledge and skills. Here, students will
School of Nutrition, Italian Gastronomy and Culture
Italian Regional Food in Cultural Perspective

**IGC 160 F**  
Cr: 3; Credit 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; climatic 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

**IGC 170 F**  
Cr: 3; Credit 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

**IGC 198 F; Cross listed: ANT 198 F**  
Cr: 3; Credit 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 appreciate 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.

Food and Literature

**IGC 212 F; Cross listed: LIT 212 F**  
Cr: 3; Credit hrs: 45

The purpose of this course is to study the function of food in modern literature. It will focus on the major Italian writers and some foreign writers. The diversity of these writers’ inspiration will bring to light that the role of food is complex, heterogeneous, and is rooted in many philosophies. The analyses of the short stories and novels will show how the authors use food to talk about a particular civilization, our human behaviors and problems, to express many issues, concepts, meanings. The aspects of food are numerous: for example, economic, social, religious, historical, and anthropological. The topics of food will be discussed in detail, including how the art of cultivating and cooking food is a metaphor of artistic creation, especially of the art of writing.

Current Trends in Italian Cuisine

**IGC 220 F**  
Cr: 3; Credit 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, revaluation 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.

Fundamentals of Food Design, Styling, and Photography

**IGC 234 F; Cross listed: PHO 234 F**  
Cr: 3; Credit hrs: 90

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. The Food Photography competencies developed include specific lighting techniques, ability to arrange compositions and settings, and visual storytelling. To achieve this, the course grounds students in key theoretical elements of food design, involving visual and stylistic analysis. The course includes a number of guest lectures with a professional food stylist, a chef who will show tips for preparing dishes to be photographed, a field trip to a selected restaurant, and 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.

Italian Food and Culture: Pairing Food & Wine

**IGC 245 F**  
Cr: 3; Credit 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.
Italian Cuisine: History and Practice
IGC 250 F
Cr: 3; Credit 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
IGC 252 F; Cross listed: BUS 252 F
Cr: 3; Credit hrs: 45
This course explores the business and marketing of wine, with special focus on U.S. markets. The Wine trade and consumption in the U.S. have consistently 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 U.S. population. Italian wines, counting for 30% of U.S. wine imports, are 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 in the wine trade, such as importers, distributors, wholesalers, retailers, while helping to create new professional categories, 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, supply chain management, and market impact. The course includes business simulations, and students produce a startup or marketing project.

Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or BUS 195 Foundations of Management, or equivalents; or concurrent enrollment in the Three Cities program

Co(ok)quinarius: Ancient Sources of Italian Cuisine
IGC 264 F; Cross listed: ANC 264 F; ANT 264 F
Cr: 3; Credit 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 foundation 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 the 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.

Sacred and Secular Symbols in Italian Cuisine
IGC 272 F; Cross listed: ANT 272 F
Cr: 3; Credit hrs: 45
Italy has shaped its gastronomic identity thanks to environmental and cultural elements. The cultural ones include traditions, beliefs, and values that can be national and local, religious and secular, urban and rural. The course investigates how Italian gastronomy bridges the religious and the secular by analyzing the symbolic value of some common foods: bread, wine, fish, cakes. Students will gain the opportunity to explore in depth Italian food heritage, connect tradition to contemporary life, and understand how the current lifestyle may jeopardize such food legacy. The course includes a practical component.

Sustainable Food
IGC 280 F; Dual listed: ENV 280 F
Cr: 3; Credit 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.

NTR – NUTRITION

Nutrition Studies
NTR 205 F
Cr: 3; Credit 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 and biology of nutrition, including the physiological principles that underlie a balanced diet and the correct uptake of nutrients. Themes include nutrition requirements; nutrition and wellness; food sources and production; consumer choices, all stage life diet (from child nutrition to elder nutrition); social dynamics that lead to eating disorders such as emotional eating; the effects of an unbalanced weight on health (excess weight and/or weight loss). Part of the course will be supplemented by laboratories with food handling.

Vegetarian Culture
NTR 226 F
Cr: 3; Credit hrs: 45
Investigation of vegetarianism and veganism in terms of both dietary benefits and as practices related to cultural values. While vegetarianism is present in many cultures both ancient and modern, it started to gain wide currency with the systematic attention to healthy diet in the Nineteenth Century, and only comparatively recently has it been the object of empirical study. In our time, vegetarianism is often associated not only with personal health choices but also with stances on food production, sustainability, animal welfare, and other issues. Students review studies including the work of nutritionists, and participate in structured debates. Includes hands-on sessions in which selected dishes are prepared.
The Mediterranean Diet

**NTR 232 F**

Cr: 3; Credit hrs: 45

This thematic course explores the various definitions and claims attached to the Mediterranean diet. Since it was first defined circa 1970, this influential concept has been the subject of much attention and controversy, both popular and scientific. Students will sort through the literature, using the basic methods of nutritional analysis. Among the questions they examine are the degree to which there really is a shared dietary culture and lifestyle in the Mediterranean, claims of health benefits and counter-claims, comparison with other dietary patterns, how nutritionists examine in regional and local diets, and how they distinguish between correlations and causes. Includes hands-on sessions in which selected dishes are prepared.

Topics in Nutrition: Italian Style Cooking

**NTR 240 F**

Cr: 3; Credit hrs: 45

In an age of processed foods and widespread alteration 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.

The Science of Food, Health, and Well-Being

**NTR 249 F**

Cr: 3; Credit 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.
General Chemistry I with Laboratory

**CHM 135 F**
Cr: 4; Credit hrs: 90

This course provides 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 session demonstrates the lecture material and emphasizes laboratory technique, data treatment, and report writing. Taught in collaboration with University of Florence.

Note: Specific attendance and grading policies apply.
Prerequisites: MAT 130 Topics in Mathematics for Liberal Arts, or equivalent

General Chemistry II with Laboratory

**CHM 136 F**
Cr: 4; Credit hrs: 90

This course provides an introduction to the principles of physical chemistry (thermodynamics, chemical equilibrium, acid-base chemistry, kinetics, and electrochemistry) as well as to coordination chemistry. The three-hour weekly laboratory session demonstrates the lecture material and emphasizes laboratory technique, data treatment, and report writing. Taught in collaboration with University of Florence.

Note: Specific attendance and grading policies apply.
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; Credit 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 sessions is hands-on experience that consolidates and expands upon the theories and concepts learned, with training in relevant techniques, such as purification, synthesis, and analytical methods. Taught in collaboration with University of Florence.

Note: Specific attendance and grading policies apply.
Prerequisites: Grade of C or higher in CHM 135 General Chemistry I with Laboratory, or equivalent

Organic Chemistry II with Laboratory

**CHM 222 F**
Cr: 4; Credit 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 focuses on reaction mechanisms, stereochemistry, multiple step synthesis, and advanced spectroscopic analytics. Accompanying three-hour weekly laboratory sessions is hands-on experience that solidifies and expands upon the theories and concepts learned, with training in various techniques of separation, synthesis, and analysis. Taught in collaboration with University of Florence.

Note: Specific attendance and grading policies apply.

Science for Conservators II

**CHM 340 F; Cross listed: RES 340 F**
Cr: 3; Credit hrs: 45

This course provides an in-depth discovery and practice of how chemical principles and analytical methods apply to the conservation of art. Materials used in art are reviewed with regard to their chemical properties, behaviors and methods of restoration. The three-hour per week laboratory sessions provide hands-on experience and training in relevant methods of treatment and analysis. Taught in collaboration with University of Florence.

Note: Specific attendance and grading policies apply.
Prerequisites: Grade of C or higher in CHM 135-136 General Chemistry I and II with Laboratory, CHM 221-222 Organic Chemistry I and II with Laboratory, or equivalents

Chemistry Applications for Art Conservation

**CHM 410 F; Cross listed: RES 410 F**
Cr: 4; Credit hrs: 90

This course introduces the basic methods of differential and integral calculus, considering quadratic, polynomial, exponential, logarithmic and trigonometric functions. Applications from various disciplines are used to demonstrate the concepts.

Note: This course in not open to STEM students who should take MAT 165 Calculus for Science Majors I.
Prerequisites: Three years of high school mathematics including trigonometry, or precalculus, or equivalent

MAT — MATHEMATICS

Topics in Mathematics for Liberal Arts

**MAT 130 F**
Cr: 3; Credit 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.

Calculus I for Non-Science Majors

**MAT 150 F**
Cr: 3; Credit hrs: 45

This course introduces the basic methods of differential and integral calculus, considering quadratic, polynomial, exponential, logarithmic and trigonometric functions. Applications from various disciplines are used to demonstrate the concepts.

Note: This course in not open to STEM students, who should take MAT 165 Calculus for Science Majors I.
Prerequisites: Three years of high school mathematics including trigonometry, or precalculus, or equivalent

Introduction to Statistics

**MAT 186 F**
Cr: 3; Credit hrs: 45

This course introduces the basic concepts and techniques of statistics. Topics include: the description of data; simple probability; binomial and normal distribution; central limit theorem; confidence interval estimation; hypothesis testing; simple regression and correlation.

Note: This course in not open to STEM students who should take MAT 280 Statistics for Science Majors.
Prerequisites: Three years of high school mathematics or equivalent
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 Creative Arts, School of Nutrition, Italian Gastronomy and Culture, School of Sciences, School of Italian Language and Culture) and then by discipline (e.g., ANC - Ancient Studies, ANT - Anthropology, ART - Art History, etc.).

Please consult the table on the following page in order to see exactly which disciplines are offered at which site.
## COURSE LOCATIONS

<table>
<thead>
<tr>
<th>SCHOOL OF LIBERAL ARTS AND SOCIAL SCIENCES</th>
<th>FLORENCE</th>
<th>ROME</th>
<th>TUSCANIA</th>
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</thead>
<tbody>
<tr>
<td>ANC Ancient Studies</td>
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| SCHOOL OF ITALIAN LANGUAGE AND CULTURE     |          | ●    |          |
| ITC Italian Language and Culture           |          | ●    |          |
| ITL Italian Language                       |          | ●    |          |

| SCHOOL OF CREATIVE ARTS                   |          | ●    |          |
| MAS Media Arts and Studies                 |          | ●    |          |
| PDM Painting, Drawing and Mixed Media      |          | ●    |          |
| PER Performing Arts                        |          | ●    |          |
| PHO Photography                            |          | ●    |          |
| PRI Printmaking                            |          | ●    |          |
| RES Restoration                            |          | ●    |          |
| SCU Sculpture and Ceramics                 |          | ●    |          |

| SCHOOL OF DESIGN                          |          | ●    |          |
| ARC Architecture                           |          | ●    |          |
| FAS Fashion Design, Marketing and Merchandising |    | ●    |          |
| GRA Graphic Design                         |          | ●    |          |
| INT Interior Design                        |          | ●    |          |
| JTY Jewelry Design                         |          | ●    |          |

| SCHOOL OF NUTRITION, ITALIAN GASTRONOMY AND CULTURE |          | ●    |          |
| IGC Italian Gastronomy and Culture              |          | ●    |          |
| NTR Nutrition                                  |          | ●    |          |

| SCHOOL OF SCIENCES                          |          | ●    |          |
| BIO Biological Sciences                      |          | ●    |          |
| CHM Chemistry                                |          | ●    |          |
| EGR Engineering                              |          | ●    |          |
| EVS Environmental Sciences                   |          | ●    |          |
| HSC Health Sciences                          |          | ●    |          |
| MAT Mathematics                              |          | ●    |          |

| SCHOOL OF AGRICULTURE                       |          | ●    |          |
| AGR Agricultural Studies and Technologies   |          | ●    |          |
School of Liberal Arts and Social Sciences
Ancient Rome

ANC 200 R; Cross listed: HIS 200 R
Cr: 3; Credit hrs: 45
This course will provide students with a comprehensive introduction and overview of the civilization of ancient Rome, from its origin as a monarchy in the 8th century B.C. to its fall fourteen centuries later, an event which marks the beginning of the Middle Ages. Alongside the study of main historical events, students will explore a variety of themes and methodological issues: the range of primary sources available for ancient history; the political organization of the Roman state; the territorial expansion of Rome and its influence on the cultural and administrative sphere; Roman religion and the spread of Christianity; the end of the Roman world and the rise of new social models; the historiographical “myth of Rome.” In order to stimulate students’ critical skills in observing historical phenomena, a problem-oriented approach will be supported by readings of primary sources.

Underground Rome: The Christian Catacombs

ANC 205 R
Cr: 3; Credit hrs: 45
The course aims to study and explore the darkest and 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 (c.150-900 CE). Thanks to a number of lectures and onsite classes, students will be able to understand the birth and affirmation of the Christian religion in the capital city of the pagan Roman Empire. The study of archaeological methods and material culture is an essential part of the course, which includes class visits to selected catacombs and related sites.

The Roman Civilization through Its Monuments

ANC 207 R; Cross listed: HIS 207 R
Cr: 3; Credit 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 class, 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.

Greek and Roman Mythology

ANC 216 R
Cr: 3; Credit hrs: 45
Greek and Roman gods and heroes, and their stories, have always been a fundamental subject of Western Art and literature, especially since they were rediscovered by Renaissance humanism. The course will examine the major deities of Greek and Roman religion are examined in their historical and archaeological context, focusing on the influence that Greek myths had on the Roman world. The Iliad, The Odyssey, and Roman foundations myths and sagas will be discussed with particular emphasis on the relationship between myth and history. 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 post-classical afterlife of these myths will also be addressed. Visits to museums, monuments and/or sites will reinforce classroom learning. To know Roman mythology is to understand the real essence of the ideals and aspirations of the great Roman Empire, while in the study of Greek mythology lies the roots of modern psychology.

Animals in Antiquity

ANC 234 R
Cr: 3; Credit hrs: 45
We will look at the role of non-human animals as divinities, especially in Egypt (Anubis, Horus, Bastet), as hybrids in Mesopotamia and Greece, but also as possible theomorphic remnants in Greece, the many animals in connection with the cult of Artemis, Athena’s owl, Hera’s peacock, etc.), as sacred objects (snakes, pigs, bees), as companions (birds, dogs, cats), as “love gifts” (rabbits, doves), as working animals, as food, in sacrifice (bulls, cows, sheep, pigs), in war (horses and elephants), in hunting (deer, lizards, and birds), and in entertainment among the Romans (the Colosseum -- lions, tigers, ostriches), and in Greek and Latin writings about morals (Hesiod, Aesop, Plutarch, Lucian, Herodianus). In order to take proper account of the topic to this subject, an interdisciplinary approach will be used. We will analyze materials from a number of fields, such as History and Literature (Homer, Piny the Elder, Aesop, Plato, Plutarch, Ovid, Seneca, Aelianus, and others), Archaeology (pottery, sculpture, figurines), Epigraphy (inscriptions mention animals in various contexts), Zoology (Athenaeus, Pliny the Elder), and Mythology (Homer, Pausanias, Ovid, pottery, jewelry, coins).

The Age of Barbarians: The “Fall” of the Roman Empire and the Birth of Medieval Europe

ANC 247 R; Cross listed: HIS 247 R
Cr: 3; Credit hrs: 45
The course provides a survey of the European “Dark Ages” by following the long transition that transformed the Western Roman Empire into a turmoil of barbarian kingdoms. This “Age of Barbarians” (4th - 7th centuries CE; from Constantine to Charles the Great), also known as “Late Antiquity,” witnessed important political, religious and socio-economic changes, which effectively shaped Western Europe: during the process, several Roman institutions and traditions were granted continuity, while many others were forever obliterated. The available and often fragmentary sources - the most significant of which will be analyzed in class - paint a complex scenario, oscillating between aborted legacies, political upheavals and attempted revivals of an unsurpassable ancient glory; the former imperial unity slowly dissolves in a plurality of different new national and cultural identities. Respective focuses on each specific context involved (Italy, France, Spain, Britain, Germany, North Africa) will encompass most of the classes. Instability, delusional hopes and the lack of an imperial authority in the West, will last until the Christmas Night of 800 CE, when the Pope will crown a new Emperor of Rome, who will be defined “Roman,” although being a “barbarian.”

Magic, Divination, and Ghosts in the Ancient World

ANC 288 R
Cr: 3; Credit hrs: 45
This course looks at the supernatural (i.e. spirits, ghosts, afterlife, divination, etc) and at the different practices through which humans - in ancient cultures - got in touch with and represented it. A large part of the course will be dedicated to the various aspects of magic and sorcery, along with shamanism, divination, necromancy (evocation of the dead) and curses (namely binding and love curses). Several classes will also be focused on restless dead and ghosts, a privileged phenomenon through which ancient people were believed to get in touch with the beyond. Documentary material, such as reproductions of ancient magical papyri and cursed tablets will be shown, and comparisons will be drawn - when relevant - with modern cultures and folklore.
Anthropology of Fashion and Desirability: Beyond the Catwalk

ANT 185 R
Cr: 3; Credit hrs: 45

How are anthropology and fashion related? How can this social sciences field help us to analyze 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 began 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; Cross listed: IGC 198 R
Cr: 3; Credit 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 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.

The Mediterranean: History, Peoples, and Integration

ANT 286 R; Cross listed: POL 285 R
Cr: 3; Credit 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 a 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 the coexistence with 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.
Anthropology of Violence and Conflict
ANT 326 R; Cross listed: POL 326 R
Cr: 3; Credit hrs: 45
Conflict pervades our daily lives, and violence erupts indirectly or directly into our experience. What is the distinction between the two, and what are intelligent and effective ways to deal with them? In this course students apply concepts from anthropology and political science to the dynamics of conflict and violence, of the victim and perpetrator, in contemporary society. The course examines major definitions of violence and conflict, exploring classic and notable theories and debates in the social sciences and other disciplines. A basic distinction between interpersonal and group dynamics receives much attention. Most focus will be upon the “macro” level: the ways in which communities, states, and other associations deal with the escalation of conflict and the real or presumed conditions underlying violence (such as exclusion or asymmetries in power structure). Issues addressed include the impact of globalization, cultural differences, identity and constituency, and the processes leading towards conflict transformation, peace, and reconciliation.

ART - ART HISTORY

History of Architecture
ART 165 R
Cr: 3; Credit hrs: 45
This course surveys the major periods and key monuments in the history of architecture of the Western world from antiquity to the present. We will focus on the historical periods from classical antiquity through the Middle Ages, Renaissance, to the Modern Age, and on contemporary developments. We will examine representative monuments and architects from ancient Greece (the Parthenon in Athens) to the present day. The architect’s pursuit of beauty, and the evolving concept of beauty, are the leitmotives of architecture development in masters such as Iktinos, Brunelleschi, Borromini, and Le Corbusier. The course will address different areas in this field: typologies, materials and construction technology, theory, urbanism, and cultural context. The course will also explore the great variety of architectural traditions, orders, styles, and movements. By experiencing actual buildings of various periods in the urban context, students will learn firsthand how to critically analyze a work of architecture.

Art History I: Antiquity to Early Renaissance
ART 180 R
Cr: 3; Credit hrs: 45
This course is a survey of the visual arts of Western Europe, from ancient Greece to the Early Renaissance. In 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. We will emphasize the interpretation of subjects and symbols, to the different techniques and styles used by artists, and to the role of public and private patrons. Onsite teaching provides the incomparable experience of studying important works of art and architecture first hand. The course will serve as an introduction to the discipline of art history, and aims at fostering appreciation, and the desire to further investigate this field.

Art History II: High Renaissance to the Present
ART 186 R
Cr: 3; Credit hrs: 45
This course is a survey of the visual arts in Western Europe, covering a period spanning from the early 16th century to the present. In 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. We will emphasize the interpretation of subjects and symbols, to the different techniques and styles used by artists, and to the role of public and private patrons. Onsite teaching provides the incomparable experience of studying important works of art and architecture first hand. The course will serve as an introduction to the discipline of art history, and aims at fostering appreciation, and the desire to further investigate this field.

Art in Rome, Ancient to Baroque
ART 192 R
Cr: 3; Credit hrs: 45
This survey of art in Rome across two millennia uses Rome itself as an extended, living museum. Students examine four broad periods when Rome was either a major creative center or a reference point: Ancient Roman art, Early Christian and Medieval art, the Renaissance, and the Baroque. About three-quarters of the classes are held onsite in churches, palaces, galleries, and piazzas, with direct experiential learning in the presence of major artworks and monuments. Special focus is given to master artists who worked in Rome, including Michelangelo, Raphael, Caravaggio, and Bernini. Students acquire the essentials of art appreciation and use the basic tools of art history to analyze the materials and making, style, meaning, and cultural context of works of painting, sculpture, and architecture.

Popes, Cardinals, and Courts in Renaissance and Baroque Art
ART 236 R
Cr: 3; Credit 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’s. 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; Credit 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 styles, but also the social, economic, cultural, and political history of Rome, using 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, a series of representative buildings.

Lost Symbolism: Secret Codes in Western Art
ART 255 R
Cr: 3; Credit hrs: 45
The course focuses on selected philosophical themes and artworks in Western art between 1300 and 1800, observed and analyzed through the combined tools of astrology, alchemy,
geometry, and numerology. Art has served various functional and aesthetic purposes in different cultures and periods. During the Middle Ages, and later, art has 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. We will employ the tools of iconography, a specific field of art history that studies subject matter, symbolism, and signification in works of art. Through this approach, students will examine the fascinating and complex range of meanings that artworks were intended to transmit and that can still be uncovered.

The Genius of Michelangelo

**ART 270 R**
Cr: 3; Credit hrs: 45

This course focuses on Michelangelo Buonarroti (1475-1564) and offers students the opportunity to explore the life and work of one of the most gifted and revolutionary artists of all times. It will explore his long artistic career as a sculptor, painter, architect, and poet. The artist's personal and artistic relationships with other outstanding artists of his time, in particular with Leonardo and Raphael, whom Michelangelo perceived as great rivals, will also be a central theme of the course. Students will visit a number of major museums, analyzing the extraordinary quality of Michelangelo's works in relation to those of contemporary artists in the same museums. The course will also analyze his relationship to patrons, especially the Medici family, and the papal court in Rome under the popes Alexander VI, Julius II, and Paul III. Students will gain a detailed knowledge of Michelangelo's oeuvre, and will be able to identify and analyze major works in painting, sculpture, and architecture. The course will be based on recent literature, sources of the time, and Michelangelo's own writings.

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

Rome: Villas and Gardens

**ART 282 R**
Cr: 3; Credit 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 periods in central Italy, with a detailed study of major examples in the city and beyond Florence and the papal court in Rome under the popes Alexander VI, Julius II, and Paul III. Students will gain a detailed knowledge of Michelangelo's oeuvre, and will be able to identify and analyze major works in painting, sculpture, and architecture. The course will be based on recent literature, sources of the time, and Michelangelo's own writings.

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

Art and Architecture in Ancient Rome

**ART 315 R; Cross listed: ANC 318 R**
Cr: 3; Credit 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 the analysis and interpretation of styles, the course addresses a variety of current themes and topics such as public and private architectural spaces, urban planning, traditions, innovations, patronage, past and current meanings 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 equivalent

Art and Architecture in Medieval Rome

**ART 325 R**
Cr: 3; Credit 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 for the discovery of the major periods and styles (Byzantine, Romanesque, Gothic) and consideration of them in relation to the most representative medieval buildings in Italy. In addition to introducing students to the 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 multietnic 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 equivalent

High Renaissance and Manerism

**ART 340 R**
Cr: 3; Credit hrs: 45

This course traces the major trends of Italian art in the 16th century. It is a period dominated by the achievements of Leonardo da Vinci, Raphael, Titian, and above all, Michelangelo. Students will examine these artists in great detail, paying attention not only to their works, but also to their public personas, and to their social framework. We will place great emphasis on the themes of patronage and the social position of the artist in the period. The course will also explore the complex and refined style known as Mannersism – 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 Manerist developments in major subjects and genres, such as portraiture and the nude. Students will be guided to visit Florentine churches, galleries, residences, and squares related to the period, and examine in person masterpieces by representative artists.

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

Crossroads of Faith: The Jewish, Christian, and Muslim Heritage of Rome

**ART 348 R; Cross listed: HIS 348 R**
Cr: 3; Credit hrs: 45

This course proposes an itinerary from Late Antiquity to Contemporaneity focusing on the artistic production and historical interactions pertinent to non-Catholic religious groups in Rome. It is intended to give students an overview of the main artistic and urbanistic achievements regarding the Jewish community, but also, to a lesser extent, of some of the production relevant to Eastern Christians, Protestants and Muslims. Classes are designed to offer an alternative perspective on the Eternal City, mostly perceived as the cradle of Catholicism. Lessons will cover a range of different topics, such as the analysis of artifacts and texts (manuscripts, prints, textiles, but also legends, midrashim, oral accounts), and
it will also include the study of various sites, both thanks to documentary sources (lost buildings, destroyed churches), and through on-site visits (Ghetto, Synagogue, Jewish Museum, Non-Catholic Cemetery, monuments to Giordano Bruno and Giuseppe Garibaldi).

Prerequisites: Junior standing and ART 180 Art History I or ART 186 Art History II or equivalents

Baroque Art

**ART 350 R**
Cr: 3; Credit 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 equivalent

Avant-Garde and Modernist Art (1900-1950)

**ART 370 R**
Cr: 3; Credit hrs: 45

Investigation of modern art in Europe and America in the first half of the Twentieth Century. The objective of this course is to introduce students to the philosophical and critical discourse of Modernist painting. Historical developments, internationalism, and the critical discourse of Modernism, are addressed. The first class reviews the artistic and cultural revolutions of the previous half-century. The principal movements covered are Cubism, Expressionism, Futurism, Constructivism, New Objectivity, Dada, Pittura Metafisica, Surrealism, Abstract Expressionism, and Neo-Dada, with particular focus on the pre-World War II historical avant-gardes. Artists studied include Picasso, Matisse, Kirchner, Duchamp, Boccioni, De Chirico, Ernst, Magritte, and Pollock.

Prerequisites: ART 186 Art History II, or equivalent

Italian Contemporary Art

**ART 353 R**
Cr: 3; Credit 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, Mimo 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 equivalent

BUS - INTERNATIONAL BUSINESS

Principles of Macroeconomics

**BUS 180 R**
Cr: 3; Credit 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 such as 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

Principles of Marketing

**BUS 210 R**
Cr: 3; Credit hrs: 45

Marketing is a dynamic and 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. Students will also learn about the strategic importance of marketing to an enterprise, whether it be a profit-oriented business firm or a not-for-profit organization.

Principles of Finance

**BUS 222 R**
Cr: 3; Credit hrs: 45

This course introduces students to the basic concepts of finance. These include time value of money, valuation and risk, assets, securities, financing long-and short-term, capital markets. Students will also be exposed to basic procedures
for the application and interpretation of financial statement analysis. The course will combine the theoretical underpinning of finance with real-world examples, including several case study discussions.

Prerequisites: 1) BUS 178 Principles of Microeconomics; 2) BUS 180 Principles of Macroeconomics; 3) MAT 130 Topics in Mathematics for Liberal Arts, or an introductory course in accounting, or equivalent. Mathematical aptitude is required.

Event Planning

**BUS 232 R; Cross listed: COM 232 R**

Cr: 3; Credit hrs: 45

This course introduces students to special event planning processes and techniques. Emphasis is on learning to create, organize, identify sponsors for, market, and implement different types of events. We will explore this very detail-oriented field as it deals with vendors, contracts, fundraising, budgeting, ethics, and other aspects. Students will research products, competition, and target markets to determine the best possible exposure and success. As part of the course, students may organize a real event in interdisciplinary collaboration with other departments.

**Made in Italy: A Culture of Excellence**

**BUS 283 R; Cross listed: SOC 283 R**

Cr: 3; Credit hrs: 45

This course examines the “Made in Italy” phenomenon, emblematic of superlative quality. Home to the most iconic labels, brands, and craftsmanship, Italy is known for both its historic legacy and its present-day excellence in many fields. The course addresses the industries and fields of food and cuisine, fashion, and other areas of design, including industrial and architectural. Italian-made goods and services are an integral part of the Italian economy, society, history, and culture. Since a flow of expertise across time and disciplines seems to distinguish “Made in Italy,” students will connect the latter to patterns of continuity and change in Italian society and examine how the “Made in Italy” phenomenon has impacted the country’s social fabric, character, and even mode of living ever since the Industrial Revolution, but, especially, since the post-war era, and how presently globalization is transforming the concept and its social reality. An additional concentration is on the business aspect of the label, in particular, on marketing, branding, and consumer behavior seen from both an Italian and international perspective. In careful consideration of recent developments, the focus may vary from semester to semester. Guest lectures and site visits will form part of this course.

**The Global Economy**

**BUS 295 R; Cross listed: POL 290 R**

Cr: 3; Credit hrs: 45

In the age of globalization both domestic and foreign economic policies play an important role in determining the strategies of firms. Understanding such policies is an essential part of the cultural background of managers at all levels of a firm. The course focuses on analyzing global processes and outcomes, such as uneven development, commodity value chains and technological developments, in order to depict the dynamic evolution of the international division of labor and to gain an understanding of transnational economic restructuring. Special emphasis is placed on the main actors (states, international institutions, firms, and workers) which shape the global economy. The emphasis of the course will be on providing sound theoretical and empirical foundations for analyzing the strategic behavior of firms and the implications for industrial structure, welfare, and regulation.

Prerequisites: BUS 178 Principles of Microeconomics or BUS 180 Principles of Macroeconomics, or equivalent

**Human Resources Management**

**BUS 301 R**

Cr: 3; Credit hrs: 45

The course explores the function of Human Resources Management in a corporate setting, by focusing on the development of knowledge and skills that are crucial for effective managers and leaders. Students will learn the basic principles of designing and operating business organizations,
from developing their mission, vision, and strategy to their key organizational features and processes. Throughout the course, students will experience a diverse range of issues, managing people in organizations, including hierarchy, leadership, and communication; systems of reward and recognition; personnel (from recruitment to training and development). We will give appropriate consideration also to the expanding role of corporations, and how they deal with social problems and issues. At the end of the course, students will have built skills relevant to leadership and management, public speaking and presenting, conflict resolution, teamwork, and business project management among them. Class content is delivered through lectures, group discussions, practical and experiential exercises, and case studies.

Prerequisites: BUS 195 Foundations of Management, or BUS 130 Introduction to Business, or equivalents

**Sociology of Consumerism**

**BUS 303 R**; Cross listed: SOC 303 R  
Cr: 3; Credit hrs: 45

This 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 relationship 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 sciences or business course

**Branding Cities: How Urban Economies Attract Investments**

**BUS 306 R**; Cross listed: POL 306 R  
Cr: 3; Credit 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 “success stories” (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.

Prerequisites: BUS 210 Principles of Marketing or BUS 180 Principles of Macroeconomics, or equivalent

**Economic Geography**

**BUS 308 R**; Cross listed: ENV 308 R  
Cr: 3; Credit 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, capital, people, and production systems. Necessarily comparative in approach, this course exploits our Italian location by focusing on case studies of a particularly important region: the Mediterranean and neighboring zones.

Prerequisites: BUS 180 Principles of Macroeconomics, or equivalent. Recommended: An introductory social sciences course

**Global Business and Society**

**BUS 310 R**  
Cr: 3; Credit 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.

Prerequisites: BUS 178 Principles of Microeconomics, or BUS 180 Principles of Macroeconomics, or equivalent

**International Marketing**

**BUS 312 R**  
Cr: 3; Credit 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 include sourcing materials, capital, labor, and expertise, relocating manufacturing, and distributing products and services to new markets. While there are many benefits, each company must identify the potentially huge risks taken when operating overseas. An uninformed company may suffer tremendous setbacks before obtaining any benefits. This course is an application of marketing principles to the complexities of foreign markets. Emphasis is on the various economic, social, and cultural factors that impact on international marketing, the 4 P’s (product, price, place of distribution, and promotion) and how these aspects of marketing are influenced by the international business environment.

Prerequisites: BUS 210 Principles of Marketing, or equivalent

**Integrated Marketing Communication**

**BUS 313 R**; Cross listed: COM 313 R  
Cr: 3; Credit hrs: 45

Marketing communication is one of the most exciting and stimulating areas in modern marketing. Its importance has grown dramatically in 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. Students will research and evaluate a company’s marketing and promotional situation and use this information to develop effective communication strategies and programs.

Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or BUS 195 Foundations of Management, or equivalents. Recommended: COM 204 Advertising Principles, or equivalent

**Social Media Marketing**

**BUS 316 R**; Cross listed: COM 316 R  
Cr: 3; Credit hrs: 45

This course covers the planning and integration of social media into marketing plans and it will explain how to build winning strategies and how to track their effectiveness. This includes learning about fundamental marketing concepts that
are relevant to the digital world and acquiring new skills for creating and implementing successful marketing campaigns, online strategies and operations pursued through new media. Students will be introduced to the most popular social media platforms and will learn about the differences between specific media tools and the different purposes of operations pursued through each of them and their proper use to expand business and engage with online customers. In this course, students will be able to build effective digital tactics and gain skills to become social media managers.

Prerequisites: BUS 210 Principles of Marketing, or equivalent

**International Project Management and Fundraising**

**BUS 325 R**

Cr: 3; Credit 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 principles 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.

Prerequisites: 1) Calculus I, or Introduction to Statistics, or Calculus with Management; 2) Managerial Accounting; 3) BUS 130 Introduction to Business, or equivalent

**Operations Management**

**BUS 388 R**

Cr: 3; Credit 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) MAT 150 Calculus I, or Calculus with Management Applications; 2) MAT 186 Introduction to Statistics; 3) Accounting or BUS 130 Introduction to Business, or equivalents. Recommended: BUS 178 Principles of Microeconomics and BUS 180 Principles of Macroecon

**Global Strategic Marketing Management**

**BUS 392 R**

Cr: 3; Credit hrs: 45

Building on the international marketing course, this course explores the context of a global environment. The course examines the cultural, social, legal, political, financial, and geographic dimensions of the global marketplace and it assesses the impact and integration of global factors in marketing programs and strategies. Students in this course will analyze the strategies of firms, market entry scenarios, product and service adaptation requirements, pricing issues, challenges in logistics and distribution, global branding and communication issues when companies grow to a global status.

Prerequisites: BUS 210 Principles of Marketing and BUS 312 International Marketing, or equivalent

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**Public Speaking and Presentation Skills**

**COM 105 R**

Cr: 3; Credit hrs: 45

This course provides an introduction to public speaking, in group and in whole-class situations. It will help students work at developing both their delivery skills and the material of their presentations, including the choice and organization of ideas and the use of research materials. Students will analyze a variety of speeches, in written and oral forms, and will learn how to assemble outlines to support their own presentations. Classes will also cover voice and body language exercises, and strategies for overcoming performance anxiety.

**Introduction to Communications**

**COM 130 R**

Cr: 3; Credit 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 forms of communication. The course introduces students to essential concepts and fundamental theories that describe the processes, functions, natures, and effects of communication. The 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 confront ethical issues and global opportunities and challenges offered by communication, and they develop critical thinking and writing skills, as well as group work and presentation skills.

**Mass Communication**

**COM 180 R**

Cr: 3; Credit 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 the 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 all possible levels.

**New Media: Communication in the Digital Age**

**COM 182 R**

Cr: 3; Credit hrs: 45

What do we really mean when we use the term “mass media” today? Is it really the same thing we meant twenty years ago, when television was still the main tool for mass information? The digital age has introduced new communications 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 on 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; Cross listed: WRI 185 R
Cr. 3; Credit hrs: 45

Journalism covers a huge range of output across all media and is an influential form of communication in almost every country in 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 and 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.

Prerequisites: WRI 150 Writing for College, or equivalent

Event Planning
COM 232 R; Cross listed: BUS 232 R
Cr. 3; Credit hrs: 45

This course introduces students to special event planning processes and techniques. Emphasis is on learning to create, organize, identify sponsors for, market, and implement different types of events. We will explore this very detail-oriented field as it deals with vendors, contracts, fundraising, budgeting, ethics, and other aspects. Students will research products, competition, and target markets to determine the 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; Credit hrs: 45

The rules of communication in today’s world are quite complex. Crucial issues and problems are touched upon at such a fast pace, that we may not have time to consider all their ethical implications. This course will explore the ethical dimensions of the world of communication. Journalists, editors, professionals in advertising and public relations are called upon to weigh potential benefits and harm when by covering stories they reveal facts that would not have surfaced, and when they respect conflicting loyalties. They also find themselves confronted by situations in which they must choose between actions that seem simultaneously right and wrong. Everyone encounters ethical dilemmas when dealing with wartime and peacetime propaganda, the Western world’s information systems, the PR industry, digital convergence and new frontiers for mass communication. The media inevitably shape our image of society whether we are professionals, consumers, or global citizens.

Prerequisites: WRI 150 Writing for College, or equivalent

Literature and Journalism
COM 260 R; Cross listed: LIT 260 R
Cr. 3; Credit hrs: 45

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

Public Relations
COM 300 R
Cr. 3; Credit 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 through 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 130 Introduction to Communications, or equivalents

War and Media
COM 301 R; Cross listed: POL 301 R
Cr. 3; Credit 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 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 international TV networks such as 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 increasingly asymmetric nature of war.

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

Intercultural Communication
COM 306 R
Cr. 3; Credit hrs: 45

The course introduces students to the basic patterns of cross-cultural psychology and communication, and 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 examines all the theoretical concepts that are necessary in order 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: Sophomore standing

Integrated Marketing Communication
COM 313 R; Cross listed: BUS 313 R
Cr. 3; Credit hrs: 45

Marketing communication is one of the most exciting and stimulating areas in modern marketing. Its importance has grown dramatically in 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. Students will research and evaluate a company’s marketing and promotional situation and use this information to develop effective communication strategies and programs.

Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or BUS 195 Foundations of Management, or equivalents. Recommended: COM 204 Advertising Principles, or equivalent
Social Media Marketing
COM 316 R; Cross listed: BUS 316 R
Cr: 3; Credit hrs: 45
This course covers the planning and integration of social media into marketing plans and it will explain how to build winning strategies and how to track their effectiveness. This includes learning about fundamental marketing concepts that are relevant to the digital world and acquiring new skills for creating and implementing successful marketing campaigns, online strategies and operations pursued through new media. Students will be introduced to the most popular social media platforms and will learn about the differences between specific media tools and the different purposes of operations pursued through each of them and their proper use to expand business and engage with online customers. In this course, students will be able to build effective digital tactics and gain skills to become social media managers.
Prerequisites: BUS 210 Principles of Marketing, or equivalent

The Olympic Brand
COM 350 R
Cr: 3; Credit hrs: 45
Everyone has heard of the Olympic Games, a truly global event, but few people are able to explain the real advantages and disadvantages of hosting the Olympics. This course explores the modern Olympic Games as both sporting event and business venture. Students explore the international and host country-specific organization and promotion of the event. Special attention will be given to the Olympics as the world’s premier sports brand. Topics include: the Olympics in sporting culture; costs and financing, and national and private sponsorship and marketing; the anatomy of bids; analysis of successful Olympics; the Olympics and politics; the Olympics and country development as well as urban regeneration; sport tourism; the Paralympics. In this course students learn important features of how today all sport is lived, sold, and consumed.
Prerequisites: BUS 210 Principles of Marketing or COM 130 Introduction to Communications, or equivalent

Global Sports Marketing
COM 352 R
Cr: 3; Credit 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 public relations and publicity, all within the complex nature of international sporting events and audiences. Students will examine the differences in marketing practices across nations and cultures and study the challenges of marketing international sporting events to varied audiences. Students will examine 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.

EDU – EDUCATION

Introduction to Multicultural Education
EDU 350 R
Cr: 3; Credit hrs: 45
Provides students with an understanding of the concepts, theories and strategies that constitute the five major dimensions of multicultural education as defined by James A. Banks: equity pedagogy; content integration; knowledge construction process; prejudice reduction; empowerment in school culture and social structure. We will explore these dimensions within the context of the host culture of Italy and analyze these forms of knowledge in terms of cultural differences, inclusions, and exclusions. Students will reflect on and describe how multicultural education connects with their experiences in the communities and in the schools in Italy. Because prior knowledge and cultural experiences shape our beliefs and values, students need to critically analyze their notions of race, culture, and ethnicity. Through immersion and first-hand experiences we will explore and inquire into how culture and different cultural contexts influence one’s beliefs and behavior.
Prerequisites: An introductory course in Education, or equivalent

Education Internship
EDU 361 R
Cr: 3; Credit hrs: 45
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 the 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 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 for children aged 18 months to 3 years.
Note: Placement opportunities are limited and subject to change. Admission is contingent on the student’s CV, two reference letters, a formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon the result of an onsite interview during the first week of the term.
Prerequisites: 1) Education or Child/Adolescent Psychology majors of junior standing; 2) Concurrent enrollment in a course in the same or related field. Fluency in Italian may be advantageous, but is not required

ENV - GEOGRAPHY AND ENVIRONMENTAL STUDIES

Introduction to Environmental Issues
ENV 180 R
Cr: 3; Credit 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; Cross listed: NUH 224 R
Cr: 3; Credit 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; Credit 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 such as atmospheric and ground pollution; alteration of ecosystems; energy consumption, and the development of alternative energy sources; and food resources.

**Economic Geography**

**ENV 308 R; Cross listed: BUS 308 R**

Cr: 3; Credit 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, capital, people, and production systems. Necessarily comparative in approach, this course exploits our Italian location by focusing on case studies of a particularly important region: the Mediterranean and neighboring zones.

Prerequisites: BUS 180 Principles of Macroeconomics, or equivalent. Recommended: an introductory social sciences course.

**GND — GENDER STUDIES**

**Contemporary Feminist Theories**

**GND 310 R**

Cr: 3; Credit hrs: 45

This course examines conceptual and political issues in contemporary feminist theories, focusing mainly on European and Anglo-American feminisms. We will examine different creative expressions, such as movies, essays and other artistic works. Issues to be discussed include power and the production of knowledge, the personal as political, and the relation between feminist theories and queer activism. The aim of the course is to create a situation whereby students can engage and become familiar with the most important aspects of contemporary feminist theories and practices. Discussion and intellectual exchange will be encouraged as much as possible.

Prerequisites: GND 190 Introduction to Women’s Studies, or equivalent.

**HIS - HISTORY**

**Western Civilization**

**HIS 130 R**

Cr: 3; Credit 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, two World Wars, and challenges in the late 20th and early 21st centuries.

**The Making of Modern Europe from Antiquity to the French Revolution**

**HIS 150 R**

Cr: 3; Credit hrs: 45

The course explores the vast physical, social, political and mental changes that occurred in European societies from the rise of the Mediterranean civilizations 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 the Roman civilization on subsequent European empires and states. The evolution of Europe’s external relationships 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 to understand 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; Cross listed: ANC 200 R**

Cr: 3; Credit hrs: 45

This course offers a general though comprehensive introduction and overview of the 14-century lasting civilization of Ancient Rome, from its origins as a monarchy to the “Fall of Rome” and the beginning of the Middle Ages. Alongside the study of main historical events, 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 end of the Roman world and the birth of a new society; the historiographical “myth of Rome.” In order to stimulate students’ critical skills in observing historical phenomena, a problem-oriented approach will be supported by readings of primary sources.

**The Roman Civilization through Its Monuments**

**HIS 207 R; Cross listed: ANC 207 R**

Cr: 3; Credit 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.

**The Age of Barbarians: The “Fall” of the Roman Empire and the Birth of Medieval Europe**

**HIS 247 R; Cross listed: ANC 247 R**

Cr: 3; Credit hrs: 45

The course provides a survey of the European “Dark Ages” by following the long transition that transformed the Western Roman Empire into a turmoil of barbarian kingdoms. This “Age
of Barbarians” (4th -7th centuries CE, from Constantine to Charles the Great), also known as “Late Antiquity,” witnessed important political, religious and socio-economic changes, which effectively shaped Western Europe: during the process, several Roman institutions and traditions were granted continuity, while many others were forever obliterated. The available and often fragmentary sources - the most significant of which will be analyzed in class - paint a complex scenario, oscillating between aborted legacies, political upheavals and attempted revivals of an unsurpassable ancient glory; the former imperial unity slowly dissolves in a plurality of different new national and cultural identities. Respective focuses on each specific context involved (Italy, France, Spain, Britain, Germany, North Africa) will encompass most of the classes. Instability, delusional hopes and the lack of an imperial authority in the West, will last until the Christmas Night of 800 CE, when the Pope will crown a new Emperor of Rome, who will be defined “Roman,” although being a “barbarian.”

**Ancient Roots of Italy**

**HIS 274 R**
Cr: 3; Credit hrs: 45

Today’s Italy with its political and economic challenges, its uneasy relationship with the Catholic Church, and its role as a country of renewed cultural pluralism thanks to immigration and tourism, all, arguably, have their roots in Ancient Rome (although influences from the many peoples inhabiting the Italian peninsula even before the Romans also made their mark). This course explores significant aspects of the ancient Roman civilization. It examines the cohesiveness and identity of the culture and society and studies selected elements of its unique legacy impacting modern culture and the state that we know as Italy. Topics addressed include the transformation of ancient Rome from republican oligarchy to monarchy and empire, its cultural pluralism, the advent of Christianity, the Renaissance humanist image of ancient Rome as well as its place in the Italian political ideologies of the 1850s and onwards. Course materials include selected writings of ancient Roman authors in translation and works by modern historians. The course further utilizes sources on Roman archaeology, topography, art, and architecture, with site visits.

**Italy’s Contribution to Modern Science**

**HIS 281 R; Cross listed: PHI 281 R**
Cr: 3; Credit hrs: 45

This course introduces science students to the historic developments of the basic principles and theories of physics, astronomy, engineering, chemistry, medicine and biology. Students learn about the contributions of great Italian natural philosophers and scientists, from the early modern period, through the Enlightenment era, up to today (including Fibonacci, Galileo, Malpighi, and Fermi). The development of the different disciplines is studied in the context of relevant historic events and philosophical belief systems. A specific emphasis is also placed on the development of scientific methodology and principles of ethics in the sciences.

Note: Mandatory for Science, Technology, Engineering, and Mathematics majors.

**Italian Renaissance Civilization and Culture**

**HIS 300 R**
Cr: 3; Credit 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 14th century to the end of the 16th century. The Renaissance is, above all, the age of the individual and the presentation of individuality; the new national and cultural identities. Respective focuses on each specific context involved (Italy, France, Spain, Britain, Germany, North Africa) will encompass most of the classes. Instability, delusional hopes and the lack of an imperial authority in the West, will last until the Christmas Night of 800 CE, when the Pope will crown a new Emperor of Rome, who will be defined “Roman,” although being a “barbarian.”

**Crossroads of Faith: The Jewish, Christian, and Muslim Heritage of Rome**

**HIS 348 R; Cross listed: ART 348 R**
Cr: 3; Credit hrs: 45

This course proposes an itinerary from Late Antiquity to Contemporary focusing on the artistic production and historical interactions pertinent to non-Catholic religious groups in Rome. It is intended to give students an overview of the main artistic and urbanistic achievements regarding the Jewish community, but also, to a lesser extent, of some of the production relevant to Eastern Christians, Protestants and Muslims. Classes are designed to offer an alternative perspective on the Eternal City, mostly perceived as the cradle of Catholicism. Lessons will cover a range of different topics, such as the analysis of artifacts and texts (manuscripts, prints, textiles, but also legends, midrashim, oral accounts), and it will also include the study of various sites, both thanks to documentary sources (lost buildings, destroyed churches), and through on-site visits (Ghetto, Synagogue, Jewish Museum, Non-Catholic Cemetery, monuments to Giordano Bruno and Giuseppe Garibaldi).

Prerequisites: Junior standing and ART 180 Art History I or ART 186 Art History II or equivalents

**International Terrorism**

**HIS 380 R; Cross listed: POL 380 R**
Cr: 3; Credit hrs: 45

This course examines 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 related to political or religious ideology. It addresses questions like the following: What is a terrorist and how should terrorism be defined? What are the motivations behind the use of terrorism and political violence? What are the policies that states are adopting to combat terrorist attacks? What is the future of terrorism and counter-terrorism? The course looks briefly at the “terror regimes” of previous centuries, and then studies the different forms of terrorism in the 21st century in terms of their geopolitical areas and their goals of the destabilization of governments and democratic systems and gaining political independence. The course includes analysis of current events and case studies.

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

**LIT - LITERATURE**

**Survey of Western Literature**

**LIT 150 R**
Cr: 3; Credit 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 R
Cr: 3; Credit hrs: 45
From the mid-twentieth century, Italian writers such as Gadda and Sciascia began to integrate features of the crime genre into their novels and short stories, to such an extent that mystery became a tool of analysis for contemporary Italian realities. By the 1990’s, a new generation of workers such as Camilleri, Ammaniti, and Lucarelli had created an Italian version of this literary genre, the “Italian noir,” aiming 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. By studying these works, we will be able to investigate contemporary Italy from a socio-cultural perspective. Geographical, historical, political, and linguistic factors are at play, affecting also different forms of organized and unorganized crime, and differences in the relationship between citizens and the law. During the course, Students will also analyze the foreign counterpart of Italian crime fiction, i.e. the works of authors such as Dibdin, Highsmith, and Harris.

Literature and Journalism
LIT 260 R; Cross listed: COM 260 R
Cr: 3; Credit hrs: 45
This course will examine the principal relationships between literature and journalism in a comparative context, focusing on American and Italian writers. Authors from Poe to Buzzati, from the exponents of American New Journalism (T. Wolfe, N. Mailer, G. Talese, etc.) to postmodern writers (Fallaci and Tabucchi among others), are considered. The course gives particular attention to the reporter as a character, to fiction and non-fiction style, and to ideas and theories of information, news, chronicles, and the art of communication.

Rome in the Literary Imagination
LIT 277 R
Cr: 3; Credit hrs: 45
This course will focus on poets, playwrights, and novelists who have been inspired by the Eternal City and on the representations of Rome in their works, from the early 20th century 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. A comparative literary and cultural perspective is built through a course unit dedicated to works of selected modern and contemporary Italian authors in translation. Addressing Italian and non-Italian authors, 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; Credit 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 Gaite (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, such as 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
Cr: 3; Credit 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 the relationship between Elizabethan literary and theatrical culture and Renaissance Italy.
Prerequisites: LIT 150 Survey of Western Literature, or equivalent

The Age of Heroes: The Iliad, the Odyssey, the Aeneid, and the Origins of Western Literature
LIT 306 R; Cross listed: ANC 306 R
Cr: 3; Credit hrs: 45
This course is an introduction to the literature generated by the Grand Tour, a cultural phenomenon that began between the 18th and the 19th centuries, and continued through the 20th. We will mainly do close reading of the memoirs, letters, and diaries written by some of the most famous artists, writers, and intellectuals who traveled to Italy, and resided here. Our selection will include British, German, and American writers. By examining these writings, we will have the chance to study the history, the works of art, the monuments, and the folklore events of the main Grand Tour destinations: Venice, Florence, Rome. By reading the notes of famous travelers visiting Italy, students will compare and contrast both idealized views and stereotypes, some of them still alive.

Italian Grand Tour: Italy through the Eyes of Famous Travellers
LIT 350 R
Cr: 3; Credit hrs: 45
This course is an introduction to the literature generated by the Grand Tour, a cultural phenomenon that began between the 18th and the 19th centuries, and continued through the 20th. We will mainly do close reading of the memoirs, letters, and diaries written by some of the most famous artists, writers, and intellectuals who traveled to Italy, and resided here. Our selection will include British, German, and American writers. By examining these writings, we will have the chance to study the history, the works of art, the monuments, and the folklore events of the main Grand Tour destinations: Venice, Florence, Rome. By reading the notes of famous travelers visiting Italy, students will compare and contrast both idealized views and stereotypes, some of them still alive.

Western Philosophy: Methods and Inquiries
PHI 130 R
Cr: 3; Credit hrs: 45
This course presents major questions and thinkers of western philosophy. Key methods and terms of philosophical inquiry are explored. It 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.
Introduction to Western Philosophy: Ancient and Early Modern Thinkers

PHI 185 R
Cr: 3; Credit hrs: 45

While introducing students to philosophy as a discipline in term of methods, contents, and questions, the course examines the evolution of the main schools of 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 ideas of many philosophers have their roots in ancient philosophy, the course begins with the 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.

From Plato to Machiavelli: Classical Political Thought

PHI 260 R; Cross listed: POL 260 R
Cr: 3; Credit 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 extraordinary 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 emerging 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: PHI 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalent, or sophomore standing

From Machiavelli to the Present: Modern Political Thought

PHI 265 R; Cross listed: POL 265 R
Cr: 3; Credit 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 solidarity. 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: PHI 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalent, or sophomore standing

Italy’s Contribution to Modern Science

PHI 281 R; Cross listed: HIS 281 R
Cr: 3; Credit hrs: 45

This course introduces science students to the historic developments of the basic principles and theories of physics, astronomy, engineering, chemistry, medicine and biology. Students learn about the contributions of great Italian natural philosophers and scientists, from the early modern period, through the Enlightenment era, up to today (including Fibonacci, Galileo, Malpighi, and Fermi). The development of the different disciplines is studied in the context of relevant historic events and philosophical belief systems. A specific emphasis is also placed on the development of scientific methodology and principles of ethics in the sciences.

Note: Mandatory for Science, Technology, Engineering, and Mathematics majors.

Contemporary Issues in Bioethics

PHI 288 R
Cr: 3; Credit 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 the 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.

POL - POLITICAL SCIENCE AND INTERNATIONAL STUDIES

Introduction to Political Science

POL 150 R
Cr: 3; Credit hrs: 45

This course will introduce you to the informal 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 skills. Furthermore, this course will define basic concepts such as politics, government, nation, state, types of political systems, and the development of political institutions.

Borders: Political Challenges Today

POL 238 R
Cr: 3; Credit hrs: 45

The aim of this course is to analyze the role and meanings of borders in contemporary international and national politics. Starting from the evolution of borders’ functions and of delimitation practices throughout human history, the course will then focus on the peculiarities of borders in the current century, in terms of material dislocation as well as symbolic
representation. Furthermore, by analyzing several case studies of contemporary border crisis as well as good practices of cooperation, the course will highlight the crucial role of borders in understanding (and managing) many contemporary political and geopolitical challenges.

**China's Development and the Global Shift**

**POL 240 R; Cross listed: BUS 240 R**  
**Cr: 3; Credit 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, social context, and its 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: None; POL 150 Introduction to Political Science and BUS 180 Principles of Macroeconomics, or equivalents, are recommended

**Globalization and Social Change**

**POL 250 R**  
**Cr: 3; Credit hrs: 45**

This course critically examines the subject of globalization from a sociological perspective. Globalization in some fashion has been happening for centuries, but never before has it so strongly reshaped society everywhere as today. Through an interdisciplinary approach that combines perspectives from sociology, anthropology, political science, economics, and philosophy, students attain an understanding of some fundamental features of globalization. Exploration of selected substantive topics (case studies) helps root the general in the particular. The concept of globalization; the central themes of changing communications and social networks; the main economic, political, and ideological dimensions of globalization, are analyzed. Emphasis will be given to a set of interconnected themes: the role of capitalism and other systems; the function and effectiveness of institutions such as the IMF and the World Bank; changes in global governance; the relationship between globalization, inequality, and poverty; the fate of cultural diversity in a globalizing world; issues of gender, ethnicity, environment, social justice, and human rights.

**From Plato to Machiavelli: Classical Political Thought**

**POL 260 R; Cross listed: PHI 260 R**  
**Cr: 3; Credit 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 emerging 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: PHI 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalent, or sophomore standing

**European Union Policies and Law**

**POL 263 R; Cross listed: BUS 263 R**  
**Cr: 3; Credit hrs: 45**

Study of the nature and workings of the European Union (EU) through exploration of EU law, justice, and policies. The course will cover the key institutions and key phases in the development of the EU, and a wide range of issues. The present course, by examining specific EU laws and policies in several key domains, with close analysis of recent and current case studies, enters into the heart and muscle of this ambitious communitarian project. Much emphasis is given to commercial policies and their impact upon businesses and economies. Topics will vary and may include: approximation of laws; harmonization between domestic policies of member states and those of the EU; application of EU laws; sanctions; EU policies and the internal politics of member states.  

Prerequisites: POL 150 Introduction to Political Science, or equivalent

**From Machiavelli to the Present: Modern Political Thought**

**POL 265 R; Cross listed: PHI 265 R**  
**Cr: 3; Credit 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: PHI 130 Western Philosophy, or POL 150 Introduction to Political Science, or equivalent, or sophomore standing

**The European Union**

**POL 281 R**  
**Cr: 3; Credit hrs: 45**

Europe is at the forefront of international regional integration. No other group of nation states has proceeded further in gathering sovereignty. This advanced course gives a broad overview of developments in the European Union (E.U.) 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. This course has a political approach, and aims at helping students 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 E.U. 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 E.U. in the new millennium: What is the E.U. 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 E.U. faces in various fields such as economic and monetary policy, regulatory and distributive questions, the democratic deficit, the challenge of expansion to the East, the Lisbon Treaty, and common foreign and security policy.

The Mediterranean: History, Peoples, and Integration

POL 285 R; Cross listed: ANT 286 R
Cr: 3; Credit 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 a 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 the coexistence with 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; Cross listed: BUS 295 R
Cr: 3; Credit hrs: 45
In the age of globalization both domestic and foreign economic policies play an important role in determining the strategies of companies. Understanding such policies is an essential part of the cultural background of managers at all levels of a firm. The course focuses on analyzing global processes and outcomes, such as uneven development, commodity value chains and technological developments, in order to depict the dynamic evolution of the international division of labor and to gain an understanding of transnational economic restructuring. Special emphasis is placed on the main actors (states, international institutions, firms, and workers) which shape the global economy. Emphasis of the course will be on providing social and theoretical and empirical foundations for analyzing the strategic behavior of firms and the implications for industrial structure, welfare, and regulation.

Prerequisites: BUS 178 Principles of Microeconomics or BUS 180 Principles of Macroeconomics, or equivalent

International Conflict Resolution

POL 292 R
Cr: 3; Credit hrs: 45
The course presents concepts and theories related to the peaceful transformation of international violent conflicts, illustrating them with examples taken both by 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 tested 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.

Humanitarian Affairs

POL 297 R
Cr: 3; Credit 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 the evolution of 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; Cross listed: COM 301 R
Cr: 3; Credit 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 equivalent

Branding Cities: How Urban Economies Attract Investments

POL 306 R; Cross listed: BUS 306 R
Cr: 3; Credit 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 “success stories” (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.

Prerequisites: BUS 210 Principles of Marketing or BUS 180 Principles of Macroeconomics, or equivalent
### International Law

**POL 315 R**

Cr: 3; Credit hrs: 45

International relationships are characterized by a reciprocal respect for rules. Such commitment is considered mandatory by nation states. These rules are usually known as International Law. International society is made up of independent entities that are free to make their own choices. However, they are also, of necessity, interdependent, hence the need to establish regularized relationships through the creation of mutually agreed rules. In this course students, by being introduced to these rules, will come to understand how states conduct their foreign policy. The main topics under discussion will be: subjects of International Law, international organizations (with special 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

### Anthropology of Violence and Conflict

**POL 326 R; Cross listed: ANT 326 R**

Cr: 3; Credit hrs: 45

Conflict pervades our daily lives, and violence erupts indirectly or directly into our experience. What is the distinction between the two, and what are intelligent and effective ways to deal with them? In this course students apply concepts from anthropology and political science to the dynamics of conflict and violence, of various types and levels, in contemporary society. The course examines major definitions of violence and conflict, exploring classic and notable theories and debates in the social sciences and other disciplines. A basic distinction between interpersonal and group dynamics receives much attention. Most focus will be upon the “macro” level: the ways in which communities, states, and other associations deal with the escalation of conflict and the real or presumed conditions underlying violence (such as exclusion or asymmetries in power structure). Issues addressed include the impact of globalization, cultural differences, identity and constituency, and the processes leading towards conflict transformation, peace, and reconciliation.

### International Rome: a UN City

**POL 328 R**

Cr: 3; Credit 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.

### International Terrorism

**POL 380 R; Cross listed: HIS 380 R**

Cr: 3; Credit hrs: 45

This course examines 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 related to political or religious ideology. It addresses questions like the following: What is a terrorist and how should terrorism be defined? What are the motivations behind the use of terrorism and political violence? What are the policies that states are adopting to combat terrorist attacks? What is the future of terrorism and counter-terrorism? The course looks briefly at the “terror regimes” of previous centuries, and then studies the different forms of terrorism in the 21st century in terms of their geopolitical areas and their goals of the destabilization of governments and democratic systems and gaining political influence. The course includes analysis of current events and case studies.

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

### Introduction to Psychology

**PSY 150 R**

Cr: 3; Credit 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 analyze the typical structure of a research paper (introduction, method, results, discussion, limitations, and implications).

### Social Psychology

**PSY 200 R**

Cr: 3; Credit hrs: 45

Social psychology is concerned with how we think about, influence, and relate to other people. This course is about the study of human social behavior, examining theories, findings, approaches, and methods in social psychology, as viewed from an interpersonal perspective. Topics include: the role of others in shaping self-concepts, as well as the formation of perception, attitudes, attribution theory, obedience, conformity, and social relations. We will further look at the causes and methods of reducing prejudice and aggression, as well as explore altruism, the development of gender roles, stereotypes, and nonverbal behavior. Readings and activities assigned will inform the discussion, broaden students’ knowledge of and perspectives on human social interactions and give them a framework from which to interpret social 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 for even this short period in another country helps you see and understand the relationship between the individual (self) and society, and a chance to view your own culture from a distance.

Prerequisites: PSY 150 Introduction to Psychology, or equivalent

### Child Psychology

**PSY 210 R**

Cr: 3; Credit 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

**Film: The Spectator’s Experience**  
**PSY 274 R; Cross listed: MAS 274 R**  
Cr: 3; Credit 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 follow certain structures, and that in order to reach their objectives, script writers, editors, and directors manipulate those structures. The class format includes guided screening of movies, and sequences and discussions.

**Mind, Brain, and Behavior**  
**PSY 277 R**  
Cr: 3; Credit hrs: 45

This introduction to the science of psychology aims to elucidate the basics of the structure, function, evolution, development, and pathology of the nervous system in relation to human behavior and mental life. Specifically, the course is designed to review integrated and experimentally derived information from many disciplines in order to gain a better understanding of human behavior as a function based on brain structure. Through the course students will learn how human beings perceive and feel the world, how they think, learn, remember and forget; how the emotions and motivations influence behavior; how personality and well-being are structured; how the environment, epigenetically influences behavioral outcomes; how the parental behavior may be inter-generationally transmitted to future generations. Each lesson explores the functioning of the nervous system when involved in all these behavioral processes. Emphasis is placed on scientific analysis of recent theories and integration of innovative research findings, with the ultimate goal of understanding more about the human mind and behavior from a scientific perspective. This course is relevant to students majoring in all disciplines in which the study of human behavior is important.

Prerequisites: PSY 150 Introduction to Psychology, or equivalent

**Art Therapy**  
**PSY 285 R; Cross listed: PDM 285 R**  
Cr: 3; Credit 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, 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; Cross listed: PDM 286 R**  
Cr: 3; Credit 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, 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; Credit 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

**REL — RELIGIOUS STUDIES**

**Introduction to the Bible (Old Testament)**  
**REL 180 R**  
Cr: 3; Credit hrs: 45

This course introduces students to what is probably the most influential book in the Western world, the Bible. This course will focus on what many regard as the first part of it: the Hebrew Bible/Old Testament, surveying the history of the book and of the people of Israel. The course will address the main issues and characters of the HB/OT with a narrative approach, though not omitting other methodological approaches and interpretations. Lessons, which combine close reading and interactive discussions, will examine key historical figures and events of the Hebrew Bible, together with its constitution in Ancient Near Eastern culture and environment, and seeks to lay a foundation for further studies by addressing key questions concerning cultural, institutional, religious and theological ideas and practices.
World Religions

REL 210 R
Cr. 3; Credit hrs: 45
This course is designed as a 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 concept of “God” and “religion” of the 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.

Religion and Culture in Italy

REL 284 R
Cr. 3; Credit 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.

Magic, Divination, and Ghosts in the Ancient World

REL 288 R; Cross listed: ANC 288 R
Cr. 3; Credit hrs: 45
This course looks at the supernatural (i.e. spirits, ghosts, afterlife, netherworld etc.) and at the different practices through which humans - in ancient cultures - got in touch with, and represented it. A large part of the course will be dedicated to the various aspects of magic and sorcery, along with shamanism, divination, necromancy (evocation of the dead) and curses (namely binding and love curses). Several classes will also be focused on restless dead and ghosts, a privileged medium through which ancient people were believed to get in touch with the beyond. Documentary material, such as reproductions of ancient magical papyri and cursed tablets will be shown, and comparisons will be drawn – when relevant – with modern cultures and folklore.

In Search of Early Christianity

REL 345 R
Cr. 3; Credit hrs: 45
"In search of Early Christianity" aims to give students a brief overview of the main theological changes that happened in the first six centuries of the Christian era. This module will offer a sketch of the teachings of the major eastern and western theologians and of various Christian movements (e.g. Gnosticism, Origen, Tertullian, Irenaeus, Augustinian), exploring also the historical context in which their thinking developed. Students will be introduced to tools and methods of religious studies, learning to critically interact with ancient primary sources (mostly texts and archaeological sources). Through the study of ancient sources and the contemporary scholarly debate around them, students will gain a sense of both the debates and divisions that occurred among Christians of the first sixth century and of the diversity of modern scholarly approaches and perspectives.

Prerequisites: Junior standing; a prior course in religious studies, or equivalent, is recommended

SOC - SOCIOLOGY

Italian Family and Society

SOC 280 R
Cr. 3; Credit hrs: 45
This 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 a 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 individual members of the family. We will investigate the 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.

Made in Italy: A Culture of Excellence

SOC 283 R; Cross listed: BUS 283 R
Cr. 3; Credit hrs: 45
This course examines the “Made in Italy” phenomenon, emblematic of superlative quality. Home to the most iconic labels, brands, and craftsmanship, Italy is known for both its historic legacy and its present-day excellence in many fields. The course addresses the industries and fields of food and cuisine, fashion, and other areas of design, including industrial and architectural. Italian-made goods and services are an integral part of the Italian economy, society, history, and culture. Since a flow of expertise across time and disciplines seems to distinguish “Made in Italy,” students will connect the latter to patterns of continuity and change in Italian society and examine how the “Made in Italy” phenomenon has impacted the country’s social fabric, character, and even mode of living ever since the Industrial Revolution, but, especially, since the post-war era, and how presently globalization is transforming the concept and its social reality. An additional concentration is on the business aspect of the label, in particular, on marketing, branding, and consumer behavior seen from both an Italian and international perspective. In careful consideration of recent developments, the focus may vary from semester to semester. Guest lectures and site visits will form part of this course.

Italian Society Today

SOC 286 R
Cr. 3; Credit hrs: 45
A close look at the changing nature of Italian society, focusing on the postwar period and especially the last thirty years. Using a sociological framework, students analyze the opportunities and challenges affecting Italian society during the economic and cultural revival that followed reconstruction, and today. Themes addressed include everyday life, demographics and the lifespan, health, gender, family, education, religion, politics, legality, business and labor, culture, consumption and leisure, national and other identities and perceptions, urban and rural life, Italian regions and the “southern question,” emigration.
Sociology of Consumerism
SOC 303 R; Cross listed: BUS 303 R
Cr: 3; Credit hrs: 45

This 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 relationship 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 sciences or business course

Introduction to Journalism
WRI 185 R; Cross listed: COM 185 R
Cr: 3; Credit hrs: 45

Journalism covers a huge range of output across all media and is an influential form of communication in almost every country in 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 and 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.

Prerequisites: WRI 150 Writing for College, or equivalent

Writing about the Self
WRI 280 R
Cr: 3; Credit 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 R
Cr: 3; Credit 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, ruminations, 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
ITALIAN FOR CONVERSATION (IN ITALIAN ONLY)

ITC 260 R
Cr: 3; Credit 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; Credit 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; Credit 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 Rome 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; Credit 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 addressed 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 Italy.

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; Credit 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 LANGUAGE 3-CREDIT COURSES

3-CREDIT COURSES

3-HOUR ITALIAN LANGUAGE ELEMENTARY 1

ITL 101 R
Cr: 3; Credit hrs: 45

This level is for absolute beginner students who have never studied Italian before: it is the first of six levels and 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. At the end of the course students will be able to understand familiar words and basic phrases and to interact in a simple way in order to satisfy their immediate needs.

3-HOUR ITALIAN LANGUAGE ELEMENTARY 2

ITL 102 R
Cr: 3; Credit hrs: 45

This course focuses on the consolidation of basic structures of the language and the acquisition of some new structures, such as the means to describe one's personal background and environment, to express wishes and talk about future plans, respond to simple direct questions or requests for information. At the end of the course students will be able to understand simple exchanges of information on familiar activities and use short phrases to describe in simple terms people and living conditions.

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; Credit hrs: 45

This 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

3-HOUR ITALIAN LANGUAGE INTERMEDIATE 2

ITL 202 R
Cr: 3; Credit hrs: 45

This course provides an introduction to the basic structures of the language and allows students to use new structures to talk about the most common everyday situations. At the end of the course students will be able to understand familiar words and basic phrases and to interact in a simple way in order to satisfy their immediate needs.

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 430 R
Cr: 3; Credit 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 CIVILIZATION AND CULTURE (IN ITALIAN ONLY)

ITC 430 R
Cr: 3; Credit 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 CIVILIZATION AND CULTURE (IN ITALIAN ONLY)

ITC 430 R
Cr: 3; Credit 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 CIVILIZATION AND CULTURE (IN ITALIAN ONLY)

ITC 430 R
Cr: 3; Credit 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
This course is directed towards the acquisition of more complex structures of the language, such as the means to express personal opinions and preferences. In this level emphasis is given to the ability to maintain interaction and to cope flexibly both in speaking and writing with problems in everyday life.

At the end of the course students will be able to manage conversations on topics of personal interest or everyday life, to describe experience and to narrate a story.

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

Cr: 3; Credit hrs: 45

This course focuses on the acquisition of complex language structures and skills, such as the means to express personal opinions, preferences, doubts and hypothesis, the combination of different tenses when narrating past events, switching the focus in writing. In this level emphasis is given to social discourse, to the ability to effectively sustain social interactions and contribute significantly to discussions. At the end of the course students will achieve a deeper awareness of the language and a wider repertoire of vocabulary and texts.

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

Cr: 3; Credit hrs: 45

In this level the focus is on the ability to manage conversation and cooperating strategies, to employ a wide range of language to build clear, connected and effective texts. At the end of the course students will be able to express wishes and talk about future plans, respond to simple direct questions or requests for information. At the end of the course students will be able to understand simple exchanges of information on familiar activities and use short phrases to describe in simple terms people and living conditions. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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

Cr: 3; Credit hrs: 45

This course focuses on the ability to understand extended speech, as well as complex and specialized texts. At the end of the course students will develop the ability to use language flexibly for social and professional purposes. They will be able to recognize a wide range of idioms and to apply register shifts.

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

4-Hour Italian Language Elementary 1

Cr: 4; Credit hrs: 60

This level is for absolute beginner students who have never studied Italian before: it is the first of six levels and 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. At the end of the course students will be able to understand familiar words and basic phrases and to interact in a simple way in order to satisfy their immediate needs. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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 1

Cr: 4; Credit hrs: 60

This course is directed towards the acquisition of more complex structures of the language, such as the means to express personal opinions and preferences. In this level emphasis is given to the ability to maintain interaction and to cope flexibly both in speaking and writing with problems in everyday life.

At the end of the course students will be able to manage conversations on topics of personal interest or everyday life, to describe experience and to narrate a story. This course focuses on complex language structures and skills, such as the means to express personal opinions, preferences, doubts and hypothesis, the combination of different tenses when narrating past events, switching the focus in writing. In this level emphasis is given to social discourse, to the ability to effectively sustain social interactions
and contribute significantly to discussions. At the end of the course students will achieve a deeper awareness of the language and a wider repertoire of vocabulary and texts. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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; Credit hrs: 60

In this level the focus is on the ability to manage conversation and cooperating strategies, to employ a wide range of language to build clear, connected and effective texts. At the end of the course students will be able to take an active part in conversations, accounting for their points of view, to give clear presentations on a range of subjects related to their interests both in speaking and in writing. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom, which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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; Credit hrs: 60

This course focuses on the ability to understand extended speech, as well as complex and specialized texts. At the end of the course students will develop the ability to use language flexibly for social and professional purposes. They will be able to recognize a wide range of idioms and to apply register sheets. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom, which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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
7.3 ROME
School of Creative Arts
Mobile Documentary: Capturing Italy

MAS 180 R
Cr: 3; Credit hrs: 45

In this introductory course students learn to conceive, plan, direct, and edit a short documentary. Students learn the basics of the expressive language of this genre and exploit the potential of new and easily accessible technologies, while engaging with Italian society and culture. Upon completion of the course students will be able to apply basic technical skills with a certain amount of initiative and creativity, individually and as part of a team. The documentary, a form which allows the portrayal reality with a personal point of view, is currently experiencing a period of broad interest and expansion, also in Italy. For the final project, a short documentary film of about fifteen minutes, students need to research and develop a subject relating to Italy and the city they are living in during the term. While most course activities are practical and follow the several stages of developing a documentary, there are screenings, presentations and discussions about the documentary format, film language, and selected topics concerning Italy.

Screenwriting

MAS 242 R
Cr: 3; Credit hrs: 45

This course will teach students writing for film. Feature-length screenplays demand a specific architecture. Students will bring to class an idea for a film. This idea can be based on something they experience during their stay in Italy, a memory, a story they have heard, a concept based on a 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 voices. Students develop the subject. 3. Students complete their feature-length screenplay.

Film: The Spectator’s Experience

MAS 274 R; Cross listed: PSY 274 R
Cr: 3; Credit 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 follow certain structures, and that in order to reach their objectives, script writers, editors, and directors manipulate those structures. The class format includes guided screening of movies, and sequences and discussions.

History of Italian Cinema

MAS 282 R
Cr: 3; Credit 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 the Neorealist and post-Neorealist periods (Rome Open City, The Bicycle Thief, Riso Amaro, La Strada, etc.) will be analyzed. The influence of Fascism, postwar 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 injustices, psychological and existential analysis, erotic 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 Cinema and Society

MAS 284 R
Cr: 3; Credit 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 in order to study 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, the 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 works of art and as cultural documents.

Film Studies

MAS 295 R
Cr: 3; Credit hrs: 45

This course is an introduction to the study of film as an art form. Rather than taking 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, social injustices, psychological and existential analysis, and its 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 film-making.

Masters of Italian Cinema

MAS 303 R
Cr: 3; Credit hrs: 45

This course focuses on one to three Italian directors of the postwar period, such as Fellini, Pasolini, Rossellini, Antonioni, or De Sica. Preference is given to work that is innovative in international cinema both in form and/or content. Students critically analyze a series of films in socio-historical context and address a range of interdisciplinary issues. Through this course students obtain insights into cinema at its highest artistic level, and also a special perspective on Italian culture and society. The choice of director(s) may vary from semester to semester.

Prerequisites: a prior course in Media Studies or Communications

Mobile Documentary: Capturing Italy

MAS 180 R
Cr: 3; Credit hrs: 45

In this introductory course students learn to conceive, plan, direct, and edit a short documentary. Students learn the basics of the expressive language of this genre and exploit the potential of new and easily accessible technologies, while engaging with Italian society and culture. Upon completion of the course students will be able to apply basic technical skills with a certain amount of initiative and creativity, individually and as part of a team. The documentary, a form which allows the portrayal reality with a personal point of view, is currently experiencing a period of broad interest and expansion, also in Italy. For the final project, a short documentary film of about fifteen minutes, students need to research and develop a subject relating to Italy and the city they are living in during the term. While most course activities are practical and follow the several stages of developing a documentary, there are screenings, presentations and discussions about the documentary format, film language, and selected topics concerning Italy.

Screenwriting

MAS 242 R
Cr: 3; Credit hrs: 45

This course will teach students writing for film. Feature-length screenplays demand a specific architecture. Students will bring to class an idea for a film. This idea can be based on something they experience during their stay in Italy, a memory, a story they have heard, a concept based on a 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.

Film: The Spectator’s Experience

MAS 274 R; Cross listed: PSY 274 R
Cr: 3; Credit 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 follow certain structures, and that in order to reach their objectives, script writers, editors, and directors manipulate those structures. The class format includes guided screening of movies, and sequences and discussions.

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Italian Cinema and Society

MAS 284 R
Cr: 3; Credit hrs: 45

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Film Studies

MAS 295 R
Cr: 3; Credit hrs: 45

This course is an introduction to the study of film as an art form. Rather than taking 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, social injustices, psychological and existential analysis, and its 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 film-making.

Masters of Italian Cinema

MAS 303 R
Cr: 3; Credit hrs: 45

This course focuses on one to three Italian directors of the postwar period, such as Fellini, Pasolini, Rossellini, Antonioni, or De Sica. Preference is given to work that is innovative in international cinema both in form and/or content. Students critically analyze a series of films in socio-historical context and address a range of interdisciplinary issues. Through this course students obtain insights into cinema at its highest artistic level, and also a special perspective on Italian culture and society. The choice of director(s) may vary from semester to semester.

Prerequisites: a prior course in Media Studies or Communications
Principles of Drawing and Composition

**PDM 130 R**
Cr: 3; Credit 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 host city 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; Credit hrs: 90

An introduction to the traditional techniques of oil painting. Fundamental skills are constructed progressively in highly structured lessons that involve demonstrations and guided work. Areas addressed include observational skills, the perception and buildup of form, tone, and color on a two-dimensional surface, color theory and mixing, linear perspective, and composition. The focus is on still-life subjects. Exceptional works of art in the city are referenced and analyzed as an integral part of the course. Prior studio training is not required; non-majors are admitted.

Foundation Oil Painting (Summer only)

**PDM 141 R**
Cr: 3; Credit hrs: 60

An introduction to the traditional techniques of oil painting. Fundamental skills are constructed progressively in highly structured lessons that involve demonstrations and guided work. Areas addressed include observational skills, the perception and buildup of form, tone, and color on a two-dimensional surface, color theory and mixing, linear perspective, and composition. The focus is on still-life subjects. Exceptional works of art in the city are referenced and analyzed as an integral part of the course. Prior studio training is not required; non-majors are admitted.

Pastel Techniques

**PDM 170 R**
Cr: 3; Credit 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; Credit hrs: 60

In this course students develop basic observation, drawing, and watercolor skills in a novel way. Students maintain 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 its 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 unrivaled 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; Credit hrs: 60

This Rome sketchbook course is based on outdoor drawing among the monuments and environs 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 adopted 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; Credit 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 approach 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; Cross listed: PSY 285 R**
Cr: 3; Credit 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, 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; Cross listed: PSY 286 R
Cr: 3; Credit 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, watch their personal art evolve. The course will enable students to translate their emotions into an expressive capacity.

PER - PERFORMING ARTS

Italian Opera
PER 285 R
Cr: 3; Credit 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, such as 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.

PHO – PHOTOGRAPHY

Introduction to Digital Photography
PHO 130 R
Cr: 3; Credit hrs: 90
The course provides a basic approach to how the digital camera works. Students gain 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 learn all basic digital techniques. In the course students acquire confidence in understanding 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; Credit hrs: 60
The course provides a basic approach to how the digital camera works. Students gain 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 learn all basic digital techniques. In the course students acquire confidence in understanding 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.
Wine and Culture I: Wines of Italy
IGC 170 R
Cr: 3; Credit hrs: 3
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 also forms an essential part of rich cultural traditions going back to the Etruscans and the 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
IGC 198 R; Cross listed: ANT 198 R
Cr: 3; Credit hrs: 3
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
IGC 224 R; Cross listed: ENV 224 R
Cr: 3; Credit hrs: 3
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.

Wine Business
IGC 252 R; Cross listed: BUS 252 R
Cr: 3; Credit hrs: 3
This course explores the business and marketing of wine, with special focus on U.S. markets. The Wine trade and consumption in the U.S. have consistently 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 U.S. population. Italian wines, counting for 30% of U.S. wine imports, are 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 in the wine trade, such as importers, distributors, wholesalers, retailers, while helping to create new professional categories, 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 startup or marketing project.
Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or BUS 195 Foundations of Management, or equivalents

Nutrition Studies
NTR 205 R
Cr: 3; Credit hrs: 3
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 and biology of nutrition, including the physiological principles that underlie a balanced diet and the correct uptake of nutrients. Themes include nutrition requirements; nutrition and wellness; food sources and production; consumer choices, all stage life diet (from child nutrition to elder nutrition); social dynamics that lead to eating disorders such as emotional eating; the effects of an unbalanced weight on health (excess weight and/or weight loss). Part of the course will be supplemented by laboratories with food handling.
7.5
ROME
School of Sciences
BIO - BIOLOGICAL SCIENCES

General Biology II with Laboratory
BIO 202 R
Cr: 4; Credit hrs: 90

This course deals with the study of the diversity of fungi, plants, and animals (invertebrates and vertebrates) in terms of their evolution relative 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. This course is for science majors only. Taught in collaboration with Università Roma Tre.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: Grade of C or higher in General Biology I with Laboratory, or equivalent

Introduction to Molecular Genetics with Laboratory
BIO 280 R
Cr: 4; Credit 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 sessions to provide students with practical knowledge of the techniques of molecular genetics. This course is for science majors only. Taught in collaboration with Università Roma Tre.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: General Biology I with Laboratory, or equivalent

Human Anatomy I with Laboratory
BIO 310 R
Cr: 4; Credit hrs: 90

This is the first semester of a two-semester sequence offering an introduction to the study of the human body and its structures, focusing on cells, tissues, skeletal, muscular and nervous systems, organs, organ systems and the intact organism. The course is accompanied by laboratory exercises to gain practical experience in identifying structures and functions.

Prerequisites: General Biology I or equivalent

Human Anatomy II with Laboratory
BIO 320 R
Cr: 4; Credit hrs: 90

This course is the second part of a two-semester introductory sequence to human anatomy and physiology. It emphasizes tissue organization, physiology, and the structure of endocrine, cardiovascular, respiratory, immune, digestive, reproductive, lymphatic systems. The laboratory reflects these topics. This course does not involve the use of dissected or prosected materials. Italian law forbids the use of cadaver materials in all but medical school courses of instruction. This course is for science majors only. Taught in collaboration with Università Roma Tre.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: Grade C or higher in Human Anatomy I with Laboratory, or equivalent

Principles of Biochemistry
BIO 330 R; Cross listed: CHM 330 R
Cr: 3; Credit hrs: 45

This course provides a comprehensive introduction to the concepts of biochemistry. It focuses on understanding the structure, synthesis and metabolism of the major biomolecules: nucleotides, lipids, proteins and carbohydrates. Furthermore, it explores the biochemical principles of genetics, enzyme function and other signaling functions in the body.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: CHM 221 Organic Chemistry I with Laboratory and General Biology I, or equivalents

Introduction to Neuroscience
BIO 360 R
Cr: 3; Contact hrs: 45

This course provides a study of the organization and function of the human nervous system and brain. Students will gain an understanding of the physiological properties of neurons, examine the structure and the function of the system’s brain that serves the senses and commands voluntary movements. Particular emphasis will be given to the neurology of human behavior including motivation, sex, emotion, sleep, language, attention and mental illness. Students will also explore how the environment modifies the brain. Through a field trip to a neuroscience laboratory, the students will be introduced to the main Neuroscience techniques aimed at studying the brain’s plasticity.

Specific attendance and grading policies apply.
Prerequisites: Enrollment is restricted to Science or Psychology majors only. Grade of C or higher in General Biology I with Laboratory, or equivalent

Cell Biology with Laboratory
BIO 370 R
Cr: 4; Credit hrs: 90

The course provides students with a firm and rigorous foundation of the principles of modern molecular and cellular biology. A basic understanding to the synthesis and function of macromolecules such as DNA, RNA, and proteins will be given. Particular emphasis will be placed on the structure and function of cellular organelles and components. Topics will include: membrane structure and dynamics, internal organization of the cell, transport mechanisms, cell signaling, cell division and signal transduction, vesicle transport, cytoskeleton and cell migration. Finally, students will study cells in their social context, including cell junctions, cell adhesion, differentiation and tissue formation, the immune system and cancer. Laboratory activities are designed to develop critical thinking skills and thoughtful data interpretation.

This course is for science majors only. Specific STEM attendance and grading policies apply. Taught in collaboration with University Roma Tre.
Prerequisites: BIO 202 General Biology II with Laboratory and CHM 221 Organic Chemistry I with Laboratory, or equivalents

General Microbiology with Laboratory
BIO 380 R
Cr: 4; Credit hrs: 90

The course provides a survey of the biology of microorganisms, with emphasis on the domain Bacteria. Topics include cell structure, microbial growth, metabolism, genetics, DNA manipulation, diversity among Bacteria, Archea and Virus, microbial ecology and evolution. The course also explores the interaction of microorganisms with humans, infectious diseases and their transmission. The laboratory experience includes general microbiology laboratory procedures of culturing, identifying, analysing and researching microbes.

Taught in collaboration with Università Roma Tre. Specific STEM attendance and grading policies apply.
Prerequisites: 1) General Biology I and II; 2) CHM 221 Organic Chemistry I; 3) BIO 280 Introduction to Molecular Genetics, or equivalents
General Chemistry I with Laboratory

CHM 135 R
Cr: 4; Credit hrs: 90
This course provides 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 session demonstrates the lecture material and emphasizes laboratory technique, data treatment, and report writing. This course is for science majors only. Taught in collaboration with Università Roma Tre.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: MAT 130 Topics in Mathematics for Liberal Arts, or equivalent

General Chemistry II with Laboratory

CHM 136 R
Cr: 4; Credit hrs: 90
This course provides an introduction to the principles of physical chemistry (thermodynamics, chemical equilibrium, acid-base chemistry, kinetics, and electrochemistry) as well as to coordination chemistry. The three-hour weekly laboratory session demonstrates the lecture material and emphasizes laboratory technique, data treatment, and report writing. This course is for science majors only. Taught in collaboration with Università Roma Tre.

Note: Specific STEM attendance and grading policies apply.
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; Credit 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 session provides hands-on experience that consolidates and expands upon the theories and concepts learned, with training in relevant techniques, such as purification, synthesis, and analytical methods. This course is for science majors only. Taught in collaboration with Università Roma Tre.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: Grade of C or higher in CHM 135 General Chemistry I with Laboratory, or equivalent

Organic Chemistry II with Laboratory

CHM 222 R
Cr: 4; Credit 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 the resulting reactions of organic compounds. The compounds covered include alcohols, ethers, conjugated system, amines, carbonyl derivatives, and others. The course focuses on reaction mechanisms, stereochemistry, multiple step synthesis, and advanced spectroscopic analytics. Accompanying three-hour weekly laboratory session provides hands-on experience that consolidates and expands upon the theories and concepts learned, with training in various techniques of separation, synthesis, and analysis. This course is for science majors only.

Principles of Biochemistry

CHM 330 R; Cross listed: BIO 330 R
Cr: 3; Credit hrs: 45
This course provides a comprehensive introduction to the concepts of biochemistry. It focuses on understanding the structure, synthesis and metabolism of the major biomolecules: nucleotides, lipids, proteins and carbohydrates. Furthermore, it explores the biochemical principles of genetics, enzyme function and other signaling functions in the body.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: CHM 221 Organic Chemistry I with Laboratory and General Biology I, or equivalents

EGR - ENGINEERING

Engineering Economy

EGR 255 R
Cr: 3; Credit hrs: 45
This course teaches methods of economic evaluation of engineering projects and alternatives. Topics include time value of money, decision-making methods, break-even and sensitivity analysis, capital budgeting, replacement analysis, depreciation, taxes and public work analysis.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: MAT 175 Calculus for Science Majors II (Calculus of several variables) and General Physics, or equivalents

Thermodynamics I

EGR 330 R
Cr: 3; Credit hrs: 45
This course provides an introduction to thermodynamics, including the first and second laws of thermodynamics, entropy, cycles for power and refrigeration as well as chemical and phase equilibrium.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: CHM 221 Organic Chemistry I with Laboratory and General Physics, or equivalents

EVS - ENVIRONMENTAL SCIENCES

Principles of Environmental Science

(Summer Only)

EVS 282 R
Cr: 3; Credit 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. This course is for science majors only.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: CHM 135 General Chemistry I with Laboratory, or equivalent
Environmental Science with Laboratory
EVS 283 R
Cr: 4; Credit hrs: 90
This course provides students with an overview of the principles of environmental ecology and the use of these principles to predict possible consequences and uncertainties associated with human-caused changes in the environment. The course examines both biotic (living) and abiotic (non-living) elements of the environment that influence the distribution and abundance of organisms. The laboratory sessions reflect all topics faced and field trips provide an opportunity to study practical examples of ways in which particular ecological issues have been addressed through a local restoration project. This course is for science majors only. Taught in collaboration with Università Roma Tre.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: CHM 135 General Chemistry I with Laboratory, or equivalent

HSC — HEALTH SCIENCES

International Hospital Internship
HSC 361 R
Cr: 3; Credit hrs: 135
An academic Internship is an extraordinary learning opportunity based on reflection, knowledge, direct observation, clear objectives and strict assessment. Guided by a STEM department as well as a professional onsite supervisor, students will observe the daily medical clinical activity at the Salvator Mundi International Hospital. Students will learn the art of clinical history taking, observe the performing of imaging tests (such as CT scan, MRI, ECG scans, x-rays, etc.), and complete tasks assigned by their onsite supervisor such as reading scientific papers or writing reports. Students will start to understand how medical insurances work and will be stimulated to reflect on ethical and bioethical cases. Guided by the experience of observing clinical practice, students will increase their awareness of patient-doctor relationships and the inner workings of hospitals, as well as gain insights into their future interests for specialization. The intern is monitored by both the onsite supervisor and an LdM faculty member. The grade assigned by the faculty internship supervisor reflects the 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.

Note: Placement opportunities are limited and subject to change. Admission is contingent on the student’s CV, two reference letters, a formal letter of intent. Students who enroll must submit supporting documentation by the application deadline, and acceptance is conditional upon the result of an onsite interview during the first week of the term. Being an international hospital, knowledge of Italian language is beneficial but not mandatory.
Prerequisites: Pre-med, pre-nursing, or pre-health majors of sophomore standing. Must be concurrently enrolled in the LdM STEM program.

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. This course is for science majors only.

Note: Specific STEM attendance and grading policies apply.
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. This course is for science majors only.

Note: Specific STEM attendance and grading policies apply.
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 the functions of several variables, vector field theory. This course is for science majors only.

Note: Specific STEM attendance and grading policies apply.
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. This course is for science majors only.

Note: Specific STEM attendance and grading policies apply.
Prerequisites: Intermediate Algebra, or equivalent
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 Creative Arts, School of Nutrition, Italian Gastronomy and Culture, School of Agriculture, School of Italian Language and Culture) and then by discipline (e.g., ANC - Ancient Studies, ANT - Anthropology, BUS - International Business, etc.).

Please consult the table on the following page in order to see exactly which disciplines are offered at which site.
<table>
<thead>
<tr>
<th>SCHOOL OF LIBERAL ARTS AND SOCIAL SCIENCES</th>
<th>FLORENCE</th>
<th>ROME</th>
<th>TUSCANIA</th>
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<td>ANC Ancient Studies</td>
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<td>ENV Geography and Environmental Studies</td>
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TUSCANIA

School of Liberal Arts and Social Sciences
ANC – ANCIENT STUDIES

Greek and Roman Mythology

ANC 216 T
Cr: 3; Credit hrs: 45

Greek and Roman gods and heroes, and their stories, have always been a fundamental subject of Western art and literature, especially since they were rediscovered by Renaissance humanism. The course will examine the major deities of Greek and Roman religion are examined in their historical and archaeological context, focusing on the influence that Greek myths had on the Roman world. The Iliad, The Odyssey, and Roman foundations myths and sagas will be discussed with particular emphasis on the relationship between myth and history. 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 post-classical afterlife of these myths will also be addressed. Visits to museums, monuments and/or sites will reinforce classroom learning. To know Roman mythology is to understand the real essence of the ideals and aspirations of the great Roman Empire, while in the study of Greek mythology lies the roots of modern psychology.

The “Mysterious” People of Ancient Italy: In Search of the Etruscans

ANC 218 T
Cr: 3; Credit hrs: 45

This course will examine the Etruscan achievements and legacy in different areas—culture and society, the visual arts, architecture, language, funerary practices, religious beliefs, trade, government, urban planning, and family life. Students enrolled in this course will become familiar with “the mysterious people” of the Etruscans, and discover the tools that archaeology and classical studies employed to study them. While a good deal is known about the Etruscans and a substantial quantity of their material culture still survives, much is lost, and many questions are unanswered. Their mineral wealth, fertile fields, strategic harbors, and other geographical and economic advantages fueled vigorous exchanges across the lively world of the Mediterranean. This remarkable culture affected both the Greeks and the Romans, and its ideas, customs, artistic motifs, and fashions spread north to the rest of Europe. They built richly furnished tombs, which are still extant, for their noble ancestors, yet their literature has virtually disappeared. Their power came to an abrupt end. After flourishing for over five centuries as the main culture in central Italy from the Po Valley to the area around Naples, even managing to rule Rome itself, in the 3rd century B.C. the Etruscans were absorbed into the Roman state. Students will be able to examine firsthand the archeological remains of the Etruscans, as Florence is conveniently located very close to all the major museums and archeological sites documenting this ancient Tuscan culture.

Prerequisites: None, a prior course in classics, art history, or history is recommended

Etruscan Cuisine

ANC 233 T; Cross listed: IGC 233 T
Cr: 3; Credit hrs: 45

This is an introduction to the ancient culinary traditions of the highly civilized Etruscans as learned from literature and archaeology. Practical recipes focus on cereals and legumes and on vegetable and fruit dishes. Meats, seafood, desserts, and serving traditions will also be studied.

The Etruscan and Roman Civilizations

ANC 245 T
Cr: 3; Credit 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. Together we’ll discover their customs and daily life, starting from an analysis of the remaining archaeological evidence. Key issues in the practice of modern archaeological 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)

ANC 282-283 T; Cross listed: ANT 282-283 T; HIS 282-283 T
Cr: 6; Credit 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 and 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. 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 the Etruscans between the 9th and the 1st centuries BCE. Many features of the site and the wide range of artifacts discovered belong to later Etruscan culture (the 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. The excavation is overseen by the Lorenzo de’ Medici Institute, and CAMNES.

Archaeology of Italy: From Constantine to Charlemagne

ANC 298 T
Cr: 3; Credit 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 of 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: the archaeology of various typologies (domestic, settlements, churches, monasteries, bawals, 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 Heroes: The Iliad, the Odyssey, the Aeneid, and the Origins of Western Literature

ANC 306 T; Cross listed: LIT 306 T
Cr: 3; Credit hrs: 45

The course focuses on ancient epic literature through the analysis and comparison of some of the oldest and greatest
works of Western civilization. Through the reading of the most significant chapters of the Iliad and the Odyssey, students will get in contact with the supernatural world and the mighty heroes described by “Homer” in 8th century BCE. These stories, considered the “Bible” of classical civilization, show how Greeks used myth to express archetypal values, which became immortal for successive generations and civilizations. Myths are analyzed not only as amazing stories but also as expression of ancient cultural traditions, and as primary forms of communication and instruction. The influence of Greek myths on Roman legends will then be observed through the reading of some passages of the Aeneid, the national poem of Rome written by Virgil in the 1st century BCE.

Prerequisites: A prior course in classics, literature, or religion

ANT — ANTHROPOLOGY

Archaeology Field School: Tuscania (Italy)
ANT 282-283 T; Cross listed: ANC 282-283 T; HIS 282-283 T
Cr: 6; Credit 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 onsite 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. 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 the Etruscans between the 9th and the 1st centuries BCE. Many features of the site and the wide range of artifacts discovered belong to later Etruscan culture (the 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. The excavation is overseen by the Lorenzo de’ Medici Institute, and CAMNES.

BUS — INTERNATIONAL BUSINESS

Wine Business
BUS 252 T; Cross listed: IGC 252 T
Cr: 3; Credit hrs: 45
This course explores the business and marketing of wine, with special focus on U.S. markets. Wine trade and consumption in the U.S. have consistently 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 U.S. population. Italian wines, 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 in 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 the essential skills that will enable them to take on such professions. 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 startup or marketing project.

Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or BUS 195 Foundations of Management, or equivalents

Marketing/Advertising Internship
BUS 361 T
Cr: 3; Credit hrs: 135
This internship provides practical and professional experience in the fields 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 the 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 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, price, distribution and promotional strategies; creating advertisements for local and international print and e-publications; newsletters, mailing lists; Web site content and social media management.

Note: Placement opportunities are limited and subject to change. Admission is contingent on the student’s CV, two reference letters, a formal letter of intent, a 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 the result of an onsite interview and an Italian language placement test during the first week of the term. Fluency in Italian is advantageous.

Prerequisites: 1) Marketing/Advertising majors of junior standing with at least 2-3 prior courses in the field; 2) Concurrent enrollment in a course in the same field; 3) Elementary Italian 1 completed (ITL 101 level) and concurrent enrollment in an Italian class (ITAL/ITC). Recommended: Social networking experience.

COM — COMMUNICATIONS

Introduction to Journalism
COM 185 T; Cross listed: WRI 185 T
Cr: 3; Credit hrs: 45
Journalism covers a huge range of output across all media and is an influential form of communication in almost every country in the world. Journalism involves the sifting through 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 and comments. This course will offer an introduction to the history of and the practical skills needed for 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.

Prerequisites: WRI 150 Writing for College, or equivalent

Body Language and Communication Techniques
COM 212 T
Cr: 3; Credit hrs: 45
This course enables students to understand and manage body language, and generally increase their relational and communicative capacities, preparing them to enter the working world and achieve greater professional and social success. Students develop expertise relating to verbal and non-verbal communication. Training involves working individually and in groups, and addresses motivation as well as the control of body language. The “learning by doing” methodology engages students in a practical and proactive way through exercises and improvisations, which help them evaluate their individual attitudes and capacities. A blend of participative and creative activities is employed, including theater techniques for non-verbal communication, improvisations, team building,
Communication in Public Administration Internship
**COM 364 T; Cross listed: ITC 364 T**
Cr: 3; Credit 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 the 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 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 Web site; drafting translations from English into Italian.

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

Prerequisites: Advanced Italian 1 completed (ITAL 301 level) and concurrent enrollment in an Italian class (ITAL/ITC). Recommended: Strong writing and communication skills; translation experience

**ENV – GEOGRAPHY AND ENVIRONMENTAL STUDIES**

Sustainable Forest Management
**ENV 190 T; Cross listed: AGR 190 T**
Cr: 3; Credit hrs: 45

Forests are a unique feature of our planet: a symbol of life, a necessary part of our environment, economy, culture, and traditions. Forests provide us with food, water, renewable energy and shelter, as well as a wide range of other products and intangible benefits. They are home to many species of plants and animals, help mitigate climate change, protect the soil, evoke emotions, and offer places for recreation and inspiration. Forests protect us and keep us alive – but forests need to be protected, too. This is especially true for temperate forests, such as those in Europe and North America, since they have been influenced by human settlements and activities over many centuries. The protection of forests, a key part of modern forestry science, is central to this course. The basics of forestry including tree biology and the ecology of forests, are covered. Additional topics include how to identify trees, harvesting forests, and forest protection. Appropriate field trips and practical activities will help students understand how a forest works and how we can manage it in a sustainable and effective way.

Sustainable Italy: Environmental Awareness and Ecotourism
**ENV 238 T**
Cr: 3; Credit hrs: 45

This course explores the problems of natural resources management by creating awareness of the new possibilities provided by sustainability. Students will learn, thanks to the knowledge of the Italian and Tuscia territories, the potential provided by ecosystem services (Supporting, Provisioning, Regulating, Cultural) such as ecotourism. Environmental preservation, sustainable practices, the conservation of biological diversities and reserves management are keywords for a future where the students will be the main actors. Drawing on a multi-disciplinary perspective, which brings together academic research and field experiences, the students will explore the complexity of the environment and they will be encouraged to reflect on their role in this important change.

Sustainable Food
**ENV 280 T; Cross listed: IGC 280 T**
Cr: 3; Credit 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.

**HIS – HISTORY**

Western Civilization
**HIS 130 T**
Cr: 3; Credit 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, two World Wars, and challenges in the late 20th and early 21st centuries.

Medieval Civilization and Culture
**HIS 212 T**
Cr: 3; Credit 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 advent 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 accompanied 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, Ottoman, 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.

**Magical Mystery Tour: Pilgrimage to Rome and Latium in the Middle Ages**

**HIS 278 T**
Cr: 3; Credit hrs: 45

Aiming at offering an in-depth analysis of mobility and connectivity in Late-Antique and Medieval Europe, this course will deal with the phenomenon of Christian pilgrimage (from the 4th to the 14th century CE) and the strong impact it had on the contemporary society and beliefs. A specific focus will be given to the areas of Rome and Latium, and to the Anglo-Saxon travelers along the so called Via Francigena. The first classes will be dedicated to an introduction of the historical and geographical context of the early Christian pilgrimage (since the very beginning to pope Gregory I the Great), by presenting the most important literary sources and archaeological evidences, together with two on-site visits to the Vatican necropolis and the church of SS. Quattro Coronati. The other ones will be centered on Via Francigena and on Late-Medieval evolution of the routes of pilgrimage, until the Jubilee of the year 1300. Three fieldtrips are scheduled for this final leg of the tour; the catacomb of Commodilla, the Roman and Medieval city of Sutri, and the stunning churches of Tuscania, which were a direct result of the cultural “melting-pot” of knowledge in art and architecture, typical of 12th and 13th century Latium.

**Archaeology Field School: Tuscania (Italy)**

**HIS 282-283 T; Cross listed: ANC 282-283 T; ANT 282-283 T**
Cr: 6; Credit 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 onsite 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. 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 the Etruscans between the 9th and the 1st centuries BCE. Many features of the site and the wide range of artifacts discovered belong to later Etruscan culture (the 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. The excavation is overseen by the Lorenzo de’ Medici Institute, and CAMNES.

**Italian Renaissance Civilization and Culture**

**HIS 300 T**
Cr: 3; Credit 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 14th century to the end of the 16th 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.” Grounded in this credo, the course focuses on the great personalities of the Italian Renaissance in the fields of the visual arts, literature, and philosophy, and also 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, Petrarcha, Boccaccio, Pico della Mirandola, Machiaveli, as well as merchants and bankers. All these individuals left their mark on 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; Credit 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 Heroes: The Iliad, the Odyssey, the Aeneid, and the Origins of Western Literature**

**LIT 306 T; Cross listed: ANC 306 T**
Cr: 3; Credit hrs: 45

The course focuses on ancient epic literature through the analysis and comparison of some of the oldest and greatest works of Western civilization. Through the reading of the most significant chapters of the Iliad and the Odyssey, students will get in contact with the supernatural world and the mighty heroes described by “Homer” in 8th century BCE. These stories, considered the “Bible” of classical civilization, show how Greeks used myth to express archetypal values, which became immortal for successive generations and civilizations. Myths are analyzed not only as amazing stories but also as expression of ancient cultural traditions, and as primary forms of communication and instruction. The influence of Greek myths on Roman legends will then be observed through the reading of some passages of the Aeneid, the national poem of Rome written by Virgil in the 1st century BCE.

Prerequisites: A prior course in classics, literature, or religion

**Masterpieces of Italian Literature**

**LIT 307 T**
Cr: 3; Credit 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 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; Credit 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 views about Italy and Italians that still survive.

**PHI — PHILOSOPHY**

**Western Philosophy: Methods and Inquiries**

**PHI 130 T**  
Cr: 3; Credit hrs: 45  
This course presents major questions and thinkers of western philosophy. Key methods and terms of philosophical inquiry are explored. It 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.

**Introduction to Western Philosophy: Ancient and Early Modern Thinkers**  
**PHI 185 T**  
Cr: 3; Credit hrs: 45  
While introducing students to philosophy as a discipline in term of methods, contents, and questions, the course examines the evolution of the main schools of 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 ideas of many early Western philosophers were rooted in ancient philosophy, the course begins with the 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.

**PSY — PSYCHOLOGY**

**Introduction to Psychology**  
**PSY 150 T**  
Cr: 3; Credit hrs: 45  
This course introduces students to the major areas of psychology through current empirical research and theoretical debate. Scientific and nonscientific 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 analyze the typical structure of a research paper (introduction, method, results, discussion, limitations, and implications).

**Social Psychology**  
**PSY 200 T**  
Cr: 3; Credit hrs: 45  
Social psychology is concerned with how we think about, influence, and relate to other people. This course is about the study of human social behavior, examining theories, findings, approaches, and methods in social psychology, as viewed from an interpersonal perspective. Topics include: the role of others in shaping self-concepts, as well as the formation of person perception, attitudes, attribution theory, obedience, conformity, and social relations. We will further look at the causes and methods of reducing prejudice and aggression, as well as exploring altruism, the development of gender roles, stereotypes, and nonverbal behavior. Readings and activities assigned will enhance discussion, broaden students’ knowledge of and perspectives on human social interactions and give them a framework to interpret social behavior. In addition, since this course is taught in Italy, Italy, it provides a natural opportunity to compare and contrast the influence of culture on individuals. Living for even this short period in another country helps you observe and understand the relationship between the individual (self) and society, and a chance to view your own culture from a distance.  
Prerequisites: PSY 150 Introduction to Psychology, or equivalent

**Child Psychology**  
**PSY 210 T**  
Cr: 3; Credit 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

**Organizational Psychology: Understanding Workplace Dynamics**  
**PSY 302 T**  
Cr: 3; Credit hrs: 45  
This course explores psychology as it is applied to the workplace. Through lectures, experiential exercises, readings, case studies, reflections, and teamwork, students gain a thorough understanding of individual behavior, group functioning, and organizational processes and dynamics. The importance of self-awareness, conflict, communication and the impact of technology, dealing with uncertainty, substance abuse within an organization, and individual and organizational growth, are among the themes analyzed. The course will enable students to develop critical acumen and creativity in seeking implementable and effective solutions to real problems in the workplace.  
Prerequisites: Junior standing
**World Religions**  
**REL 210 T**  
Cr: 3; Credit hrs: 45  
This course is designed as a 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.

**Yoga: Breathing, Meditation, Spirituality**  
**REL 224 T**  
Cr: 3; Credit hrs: 45  
Exploration of yoga as a historical religious phenomenon, set of physical practices, and also as an element of modern culture; includes both lecture and practical components. We will analyze yoga’s roots in ancient India and such texts as the Upanishad and Pantajali’s Yoga Sutras, as well as its popularity and place in contemporary culture. Students will examine yoga as a spiritual, mental, and physical practice; in other words, as a path to attain spiritual realization and union with the divine, as a quieting and focusing technique, and as a healing and balancing physical exercise. Hence, we will study various breathing (pranayama) and meditation techniques along with Ayurveda, an ancient Indian healing system and “science of life.” Included is an overview of such different forms of yoga such as Hatha, Vinyasa, Ashtanga, Iyengar, Kundalini, Yin, as well as Laughter, Restorative, Bikram and yoga therapies for eating and addictive disorders. Finally, students will explore the interactions between practitioners of yoga and social, political, and environmental activism.

**Religion and Culture in Italy**  
**REL 284 T**  
Cr: 3; Credit 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 landscape religion can mean oceanic crowds at sanctuaries or a papal appearance, fierce newspaper debates, small parishes, and Muslim shrines or Christian shrines in the Alps. The course will also consider the relationship between the individual and the transcendent; 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.

**In Search of Early Christianity**  
**REL 345 T**  
Cr: 3; Credit hrs: 45  
“In search of Early Christianity” aims to give students a brief overview of the main theological changes that happened in the first six centuries of the Christian era. This course will offer a sketch of the teachings of the major eastern and western theologians and of various Christian movements (e.g. Gnosticism, Origen, Tertullian, Irenaeus, Augustine), exploring also the historical context in which they thinking developed. Students will be introduced to tools and methods of religious studies, learning to critically interact with ancient primary sources (mostly texts and archaeological sources). Through the study of ancient sources and the contemporary scholarly debate around them, students will gain a sense of both the debates and divisions that occurred among Christians of the first six century and of the diversity of modern scholarly approaches and perspectives.

Prerequisites: Junior standing; a prior course in religious studies, or equivalent, is recommended.
Introduction to Journalism

WRI 185 T; Cross listed: COM 185 T
Cr: 3; Credit hrs: 45

Journalism covers a huge range of output across all media and is an influential form of communication in almost every country in 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 and comments. This course will offer an introduction to the history of and the practical skills needed for 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.

Prerequisites: WRI 150 Writing for College, or equivalent

Creative Writing

WRI 220 T
Cr: 3; Credit 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; Credit 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
TUSCANIA
School of Italian Language and Culture
Italian through Mediterranean Cooking (in Italian only)

**ITC 216 T**
Cr: 3; Credit 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; Credit 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 and a short 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 are not admitted.

**Italian through Theatre (in Italian only)**

**ITC 240 T**
Cr: 3; Credit 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; Credit hrs: 45

This 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; Credit 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; Credit hrs: 45

This course, taught entirely in Italian, aims to give students a singular study abroad experience. The focus of the course is both on progress in the learning of the Italian language 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 projects will be supervised by the professor and local tutor(s).

Please consider that students will have to devote additional hours to independent learning, preparation and follow-up of the activities, and transportation. Students will reflect on their learning goals 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.
3-Hour Italian Language Elementary 2
ITL 102 T
Cr: 3; Credit hrs: 45
This course focuses on the consolidation of basic structures of the language and the acquisition of some new structures, such as the means to describe one's personal background and environment, to express wishes and talk about future plans, respond to simple direct questions or requests for information. At the end of the course students will be able to understand simple exchanges of information on familiar activities and use short phrases to describe in simple terms people and living conditions.
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; Credit hrs: 45
This course is directed towards the acquisition of more complex structures of the language, such as the means to express personal opinions and preferences. In this level emphasis is given to the ability to maintain interaction and to cope flexibly both in speaking and writing with problems in everyday life. At the end of the course students will be able to manage conversations on topics of personal interest or everyday life, to describe experience and to narrate a story.
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; Credit hrs: 45
This course focuses on the acquisition of complex language structures and skills, such as the means to express personal opinions, preferences, doubts and hypothesis, the combination of different tenses when narrating past events, switching the focus in writing. In this level emphasis is given to social discourse, to the ability to effectively sustain social interactions and contribute significantly to discussions. At the end of the course students will achieve a deeper awareness of the language and a wider repertoire of vocabulary and texts.
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; Credit hrs: 45
In this level the focus is on the ability to manage conversation and cooperating strategies, to employ a wide range of language to build clear, connected and effective texts. At the end of the course students will be able to take an active part in conversations, accounting for their points of view, to give clear presentations on a range of subjects related to their interests both in speaking and in writing.
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; Credit hrs: 45

This course focuses on the ability to understand extended speech, as well as technical and specialized texts. At the end of the course students will develop the ability to use language flexibly for social and professional purposes. They will be able to recognize idiomatic uses of the language and to apply register shifts.

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.

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**ITALIAN LANGUAGE 4-CREDIT COURSES**

4-Hour Italian Language Elementary 1

**ITL 111 T**

Cr: 4; Credit hrs: 60

This level is for absolute beginner students who have never studied Italian before: it is the first of six levels and 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. At the end of the course students will be able to understand familiar words and basic phrases and to interact in a simple way in order to satisfy their immediate needs. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

4-Hour Italian Language Elementary 2

**ITL 112 T**

Cr: 4; Credit hrs: 60

This course focuses on the consolidation of basic structures of the language and the acquisition of some new structures, such as the means to describe one's personal background and environment, to express wishes and talk about future plans, respond to simple direct questions or requests for information. At the end of the course students will be able to understand simple exchanges of information on familiar activities and use short phrases to describe in simple terms people and living conditions. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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 201 T**

Cr: 4; Credit hrs: 60

This course focuses on the acquisition of complex language structures and skills, such as the means to express personal opinions, preferences, doubts and hypothesis, the combination of different tenses when narrating past events, switching the focus in writing. In this level emphasis is given to social discourse, to the ability to effectively sustain social interactions and contribute significantly to discussions. At the end of the course students will achieve a deeper awareness of the language and a wider repertoire of vocabulary and texts. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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; Credit hrs: 60

This course focuses on the acquisition of complex language structures and skills, such as the means to express personal opinions, preferences, doubts and hypothesis, the combination of different tenses when narrating past events, switching the focus in writing. In this level emphasis is given to social discourse, to the ability to effectively sustain social interactions and contribute significantly to discussions. At the end of the course students will achieve a deeper awareness of the language and a wider repertoire of vocabulary and texts. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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; Credit hrs: 60

In this level the focus is on the ability to manage conversation and cooperating strategies, to employ a wide range of language to build clear, connected and effective texts. At the end of the course students will be able to take an active part in conversations, accounting for their points of view, to give clear presentations on a range of subjects related to their interests both in speaking and in writing. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom, which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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; Credit hrs: 60

This course focuses on the ability to understand extended speech, as well as technical and specialized texts. At the end of the course students will develop the ability to use language flexibly for social and professional purposes. They will be able to recognize idiomatic uses of the language and to apply register shifts. The course is specifically designed to make the most of the immersive learning environment, with activities outside the classroom, which provide a useful complement to the academic experience and help students to build their linguistic self-confidence.

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.
8.3
TUSCANIA
School of Creative Arts
Digital Filmmaking I

MAS 210 T
Cr: 3; Credit 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.

History of Italian Cinema

MAS 282 T
Cr: 3; Credit 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 the Neorealist and post-Neorealist periods (Rome Open City, The Bicycle Thief, Riso Amaro, La Strada, etc.) will be analyzed. The influence of Fascism, postwar 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 Cinema and Society

MAS 284 T
Cr: 3; Credit 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 in order to study 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 works of art and as cultural documents.

Film Studies

MAS 295 T
Cr: 3; Credit hrs: 45

This course is an introduction to the study of film as an art form. Rather than taking 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 film-making.

PDM — PAINTING, DRAWING AND MIXED MEDIA

Principles of Drawing and Composition

PDM 130 T
Cr: 3; Credit 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 host city 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; Credit hrs: 90

An introduction to the traditional techniques of oil painting. Fundamental skills are constructed progressively in highly structured lessons that involve demonstrations and guided work. Areas addressed include observational skills, the perception and buildup of form, tone, and color on a two-dimensional surface, color theory and mixing, linear perspective, and composition. The focus is on still-life subjects. Exceptional works of art in the city are referenced and analyzed as an integral part of the course. Prior studio training is not required; non-majors are admitted.

Foundation Oil Painting (Summer only)

PDM 141 T
Cr: 3; Credit hrs: 60

An introduction to the traditional techniques of oil painting. Fundamental skills are constructed progressively in highly structured lessons that involve demonstrations and guided work. Areas addressed include observational skills, the perception and buildup of form, tone, and color on a two-dimensional surface, color theory and mixing, linear perspective, and composition. The focus is on still-life subjects. Exceptional works of art in the city are referenced and analyzed as an integral part of the course. Prior studio training is not required; non-majors are admitted.

Expanding Creativity

PDM 150 T; Cross listed: PER 150 T; PHO 150 T
Cr: 3; Credit hrs: 45

This course is a space in which fine arts majors engage critically with the creative process in their work, focus on problem-solving, explore the limits of media and the links between them, exchange ideas, and better define their personal visions. The course fosters reflective practice, heightened creativity, and the ability to work independently. Students, at different stages of their studies, are closely guided in formulating and developing individual projects to meet appropriate, precise, and pragmatic objectives. Such objectives may have to do with moving between or combining media, or taking a set of technical skills to new personal limits. Projects may also delve into sources of inspiration, or articulate and apply a creative strategy.
Tuscania Sketchbook - Beginning
PDM 184 T
Cr: 3; Credit hrs: 60
In this course students develop basic observation, drawing, and watercolor skills in a novel way. Students maintain 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 its 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 objects. 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 Tuscania and neighboring towns.

Discover Painting: Tuscania through Color and Space
PDM 187 T
Cr: 3; Credit 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 Tuscania 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 medieval churches in and around Tuscania as sources of inspiration. As a general rule, students will be taken once every other week to a historic location to paint and will then complete the project in the home-based studio under the guidance of the instructor.

Tuscania Sketchbook - Intermediate
PDM 231 T
Cr: 3; Credit 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 the streets and at 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 novel 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; Credit 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; Credit hrs: 90
The course is intended for students who have already taken 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 important 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 smudging, as well as traditional canvas preparation. Exceptional works of art in the town of Tuscania 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

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**PER — PERFORMING ARTS**

Expanding Creativity

**PER 150 T; Cross listed: PDM 150 T; PHO 150 T**
Cr: 3; Credit hrs: 45
This course is a space in which fine arts majors engage critically with the creative process in their work, focus on problem-solving, explore the limits of media and the links between them, exchange ideas, and better define their personal visions. The course fosters reflective practice, heightened creativity, and the ability to work independently. Students, at different stages of their studies, are closely guided in formulating and developing individual projects to meet appropriate, precise, and pragmatic objectives. Such objectives may have to do with moving between or combining media, or taking a set of technical skills to new personal limits. Projects may also delve into sources of inspiration, or articulate and apply a creative strategy.

Introduction to Acting

**PER 205 T**
Cr: 3; Credit 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 theater). The course starts with observation and the relaxation of muscular tension, and moves 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 a novel or short story, under the teacher/director’s guidance.

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**PHO — PHOTOGRAPHY**

Introduction to Digital Photography

**PHO 130 T**
Cr: 3; Credit hrs: 90
The course provides a basic approach to how the digital camera works. Students gain 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 learn all basic digital techniques. In the course students acquire confidence in understanding how to use their camera well, increased technical control of the medium, and in developing a more critical eye. This course is 100% digital.

Note: Each student must be equipped with a SLR digital camera with manual function and with at least one lens

Introduction to Digital Photography

(Summer only)

**PHO 131 T**
Cr: 3; Credit hrs: 60
The course provides a basic approach to how the digital camera works. Students gain 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 learn all basic digital techniques. In the course students acquire confidence in understanding how to use their camera well, increased technical control of the medium, and in developing a more critical eye. This course is 100% digital.

Note: Each student must be equipped with a SLR digital camera with manual function and with at least one lens

Expanding Creativity

**PHO 150 T; Cross listed: PDM 150 T; PER 150 T**
Cr: 3; Credit hrs: 45
This course is a space in which fine arts majors engage critically with the creative process in their work, focus on problem-solving, explore the limits of media and the links between them, exchange ideas, and better define their personal visions. The course fosters reflective practice, heightened creativity, and the ability to work independently. Students, at different stages of their studies, are closely guided in formulating and developing individual projects to meet appropriate, precise, and pragmatic objectives. Such objectives may have to do with moving between or combining media, or taking a set of technical skills to new personal limits. Projects may also delve into sources of inspiration, or articulate and apply a creative strategy.

Intermediate Digital Photography

**PHO 230 T**
Cr: 3; Credit 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),...
Intermediate Digital Photography
(Summer only)
PHO 231 T
Cr: 3; Credit 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 around 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 trips and studio sessions to develop the projects. This course is 100% digital: no darkroom and film techniques are foreseen at Tuscania.
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 Introduction to Digital Photography, or equivalent

Landscape and Architecture Photography
(Summer only)
PHO 246 T
Cr: 3; Credit 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 images correctly and to learn selected Photoshop techniques specific to Architecture and Landscape photography.
Note: SLR digital camera with manual function and at least one lens required. Please check specific requirements. This course is 100% digital: no darkroom and film techniques foreseen at Tuscania.
Prerequisites: PHO 120 Introduction to Classic Photography or PHO 130 Introduction to Digital Photography, or equivalent
8.4

TUSCANIA

School of Nutrition, Italian Gastronomy and Culture
Italian Regional Food in Cultural Perspective

IGC 160 T

Cr: 3; Credit 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; climatic 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.

Cooking in Context: Traditions of Tuscania

IGC 163 T

Cr: 3; Credit hrs: 45

Located between Rome, Tuscany, and Umbria, Tuscania has been an important crossroads for thousands of years, and its cuisine reflects this position and history. Tuscania is a hyperlocal market with an intimate relationship between agriculture and cuisine. Here, “farm to table,” “zero kilometer,” and “cucina povera” are not mere buzzwords but reveal a special perspective and even times of hardship. By engaging hands-on with the recipes and ingredients of the area, we will learn about how traditions are created and confirmed. The course links local practices, representative of central Italian cuisine, to the broader history of modern Italian cuisine, society, identity, and history.

Wine and Culture I: Wines of Italy

IGC 170 T

Cr: 3; Credit 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.

Current Trends in Italian Cuisine

IGC 220 T

Cr: 3; Credit 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, revaluation 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

IGC 233 T; Cross listed: ANC 233 T

Cr: 3; Credit 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

IGC 245 T

Cr: 3; Credit 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 researching 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.

Wine Business

IGC 252 T; Cross listed: BUS 252 T

Cr: 3; Credit hrs: 45

This course explores the business and marketing of wine, with special focus on U.S. markets. Wine trade and consumption in the U.S. have consistently 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 U.S. 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 in 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 startup or marketing project.

Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or BUS 195 Foundations of Management, or equivalents
Sustainable Food
IGC 280 T; Cross listed: ENV 280 T
Cr: 3; Credit 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.

NTR – NUTRITION

Nutrition Studies
NTR 205 T
Cr: 3; Credit 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 and biology of nutrition, including the physiological principles that underlie a balanced diet and the correct uptake of nutrients. Themes include nutrition requirements; nutrition and wellness; food sources and production; consumer choices, all stage life diet (from child nutrition to elder nutrition); social dynamics that lead to eating disorders such as emotional eating; the effects of an unbalanced weight on health (excess weight and/or weight loss). Part of the course will be supplemented by laboratories with food handling.
8.5

TUSCANIA

School of Agriculture
Sustainable Forest Management

**AGR 190 T; Cross listed: ENV 190 T**

Cr: 3; Credit hrs: 45

Forests are a unique feature of our planet: a symbol of life, a necessary part of our environment, economy, culture, and traditions. Forests provide us with food, water, renewable energy and shelter, as well as a wide range of other products and intangible benefits. They are home to many species of plants and animals, help mitigate climate change, protect the soil, evoke emotions, and offer places for recreation and inspiration. Forests are a unique feature of our planet: a symbol of life, a necessary part of our environment, economy, culture, and traditions. Forests provide us with food, water, renewable energy and shelter, as well as a wide range of other products and intangible benefits. They are home to many species of plants and animals, help mitigate climate change, protect the soil, evoke emotions, and offer places for recreation and inspiration. Forests protect us and keep us alive – but forests need to be protected, too. This is especially true for temperate forests, such as those in Europe and North America, since they have been influenced by human settlements and activities over many centuries. The protection of forests, a key part of modern forestry science, is central to this course. The basics of forestry including tree biology and the ecology of forests, are covered. Additional topics include how to identify trees, harvesting forests, and forest protection. Appropriate field trips and practical activities will help students understand how a forest works and how we can manage it in a sustainable and effective way.

Agricultural Economics

**AGR 210 T**

Cr: 3; Credit hrs: 45

The course is intended as an introduction to basic economics concepts which frames the agricultural sector within a theoretical framework. The very first part is basically an overview of the economic principles for consumer and producer behavior, price determination, elasticity, profit, demand and supply. These concepts are then applied to agriculture: definition of agriculture and introduction to it as a business; agri-food marketing principles; leading concepts of economics of natural resources. In the last part the course treats the economic, social and environmental roles of agriculture in relation to the challenges of food security and climate change: why should we care, and how? The course concludes with a comparative analysis of the very different roles of government in agricultural policy, in Europe and other regions.

Organic Agriculture

**AGR 220 T**

Cr: 3; Credit hrs: 45

Organic agriculture of plant products is a method of production that aims to obtain quality food products while respecting the environment of the production process. This means coordinating the elements used in farming and ensuring the “renaturalization” of an environment compromised by intensive agriculture. Managing a farm that uses the organic agriculture philosophy entails using new operational techniques that permit productivity and quality, while respecting the constraints imposed by legislation, and at the same time optimizing business profitability. In the transition from traditional to organic farming it is important to choose techniques as well as a variety of products that generate the best results in that particular environment. True organic agriculture is not only a question of business management but it also requires knowledge of agronomy and an understanding of the system’s methodology and history as well as its cultural aspect, i.e., the social, intellectual, and ethical values of this system. The course includes experiential learning with seasonal activities at a local farm and facilities, horticultural cultivation in Spring and olive harvest and pressing in Fall. The course meets for 45 hours in Fall, 60 hours in Summer and 90 hours in Spring.

Multifunctionality of the Agricultural Sector

**AGR 230 T**

Cr: 3; Credit hrs: 45

Agriculture is the main production activity of food for human use. It is closely related to the processing industry of agricultural products and in many countries, the agricultural sector and the agro-industry generate significant income and employment. However, today we can no longer consider the agricultural sector solely as a producer of food but also as a sector involving a multifunctional activity. In particular, the traditional concept of agriculture needs to be connected to primary sector activities; for instance, by linkage linking them through economic, environmental, social, cultural roles that are capable of increasing the collective welfare of a territory. Moreover, although a farmer needs to modify the landscape and to use various invasive methods in order to produce food, s/he also has the duty to preserve and enhance the landscape, to protect and preserve the territory, to manage the environment and natural resources in a sustainable manner in order to preserve the biodiversity. When agriculture addresses these goals, beyond food production, it contributes to social, educational, recreational functions and it maintains the social and economic vitality of rural areas, yielding benefits for a whole community. Students will directly examine the multifunctionality of different types of farms in the area around Tuscania.
THREE CITIES PROGRAM

Three Cities in One Semester
THREE CITIES PROGRAM

For the structure and sequence of this semester program, see section 5.7; for the dedicated calendar, see section 2.4.

TUSCANIA

3-Hour Italian Language Elementary 1 or 2; Intermediate 1 or 2; Advanced 1 or 2.

ITL 101/102/201/202/301/302 T

Cr.: 3 - Credit hrs: 45
Please consult individual course descriptions under section 8.2.

Sustainable Italy: Environmental Awareness and Ecotourism

ENV 238 T

Cr.: 3; Credit hrs: 45

The course explores the problems of natural resources management by creating awareness of the new possibilities provided by sustainability. Students will learn, thanks to the knowledge of the Italian and Tuscia territories, the potential provided by ecosystem services (Supporting, Provisioning, Regulating, Cultural) such as ecotourism. Environmental preservation, sustainable practices, the conservation of biological diversities and reserves management are keywords for a future where the students will be the main actors. Drawing on a multi-disciplinary perspective, which brings together academic research and field experiences, the students will explore the complexity of the environment and they will be encouraged to reflect on their role in this important change.

ROME

Made in Italy: A Culture of Excellence

BUS 283 R; Cross listed: SOC 283 R

Cr.: 3; Credit hrs: 45

This course examines the “Made in Italy” phenomenon, emblematic of superlative quality. Home to the most iconic labels, brands, and craftsmanship, Italy is known for both its historic legacy and its present-day excellence in many fields. The course addresses the industries and fields of food and cuisine, fashion, and other areas of design, including industrial and architectural. Italian-made goods and services are an integral part of the Italian economy, society, history, and culture. Since a flow of expertise across time and disciplines seems to distinguish “Made in Italy,” students will connect the latter to patterns of continuity and change in Italian society and examine how the “Made in Italy” phenomenon has impacted the country’s social fabric, character, and even mode of living ever since the Industrial Revolution, but, especially, since the post-war era, and how presently globalization is transforming the concept and its social reality. An additional concentration is on the business aspect of the label, in particular, on marketing, branding, and consumer behavior seen from both an Italian and international perspective. In careful consideration of recent developments, the focus may vary from semester to semester. Guest lectures and site visits will form part of this course.
FLORENCE

Current Trends in Italian Cuisine
IGC 220 F
Cr.: 3; Credit 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, revaluation 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.

Wine Business
BUS 252 F; Cross listed: IGC 252 F
Cr.: 3; Credit hrs: 45
This course explores the business and marketing of wine, with special focus on U.S. markets. The Wine trade and consumption in the U.S. have consistently 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 U.S. population. Italian wines, counting for 30% of U.S. wine imports, are 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 in the wine trade, such as importers, distributors, wholesalers, retailers, while helping to create new professional categories, such as wine writers, wine club managers, and event promoters. In this course students learn the essential skills that will enable them to take on such professions. 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 startup or marketing project.
Prerequisites: BUS 210 Principles of Marketing, or BUS 130 Introduction to Business, or BUS 195 Foundations of Management, or equivalents; or concurrent enrollment in the Three Cities program
10 STAFF LIST

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Sociology: Stefano Gidari
Writing: Stefano Gidari

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IN FLORENCE
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# COURSE INDEX

by site, school and department

## 6 FLORENCE COURSE DESCRIPTIONS

### 6.1 SCHOOL OF LIBERAL ARTS AND SOCIAL SCIENCES IN FLORENCE

<table>
<thead>
<tr>
<th>ANC – ANCIENT STUDIES</th>
<th>52</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digging Up the Past: Introduction to Archaeology</td>
<td>52</td>
</tr>
<tr>
<td>Latin and Us: Uncovering the Hidden Meaning of English Words</td>
<td>52</td>
</tr>
<tr>
<td>Archaeology Workshop</td>
<td>52</td>
</tr>
<tr>
<td>Ancient Rome</td>
<td>52</td>
</tr>
<tr>
<td>Florentia: The Ancient Roots of Florence</td>
<td>52</td>
</tr>
<tr>
<td>Greek and Roman Mythology</td>
<td>52</td>
</tr>
<tr>
<td>The “Mysterious” People of Ancient Italy: In Search of the Etruscans</td>
<td>52</td>
</tr>
<tr>
<td>War in the Greek and Roman Worlds</td>
<td>53</td>
</tr>
<tr>
<td>The Age of Barbarians: The “Fall” of the Roman Empire and the Birth of Medieval Europe</td>
<td>53</td>
</tr>
<tr>
<td>Beyond the Bible: Peoples and Cultures in the Biblical World</td>
<td>53</td>
</tr>
<tr>
<td>Ancient Egypt</td>
<td>53</td>
</tr>
<tr>
<td>Co(ok)quinarius: Ancient Sources of Italian Cuisine</td>
<td>53</td>
</tr>
<tr>
<td>Nectar of the Gods: Wine in Ancient Italy</td>
<td>53</td>
</tr>
<tr>
<td>Magic, Divination, and Ghosts in the Ancient World</td>
<td>54</td>
</tr>
<tr>
<td>Archaeology of Death</td>
<td>54</td>
</tr>
<tr>
<td>The Age of Heroes: The Iliad, the Odyssey, the Aeneid, and the Origins of Western Literature</td>
<td>54</td>
</tr>
<tr>
<td>Magna Graecia: Ancient Greeks in Italy</td>
<td>54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANT – ANTHROPOLOGY</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Anthropology</td>
<td>54</td>
</tr>
<tr>
<td>Anthropology of Fashion and Desirability: Beyond the Catwalk</td>
<td>54</td>
</tr>
<tr>
<td>Archaeology Workshop</td>
<td>55</td>
</tr>
<tr>
<td>Food and Culture</td>
<td>55</td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>55</td>
</tr>
<tr>
<td>Contemporary Anthropology: Words and Action</td>
<td>55</td>
</tr>
<tr>
<td>Co(ok)quinarius: Ancient Sources of Italian Cuisine</td>
<td>55</td>
</tr>
<tr>
<td>Sacred and Secular Symbols in Italian Cuisine</td>
<td>55</td>
</tr>
<tr>
<td>Physical and Forensic Anthropology</td>
<td>55</td>
</tr>
<tr>
<td>Archaeology of Death</td>
<td>56</td>
</tr>
<tr>
<td>Anthropology of Violence and Conflict</td>
<td>56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ART – ART HISTORY</th>
<th>56</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Architecture</td>
<td>56</td>
</tr>
<tr>
<td>Art History I: Antiquity to Early Renaissance</td>
<td>56</td>
</tr>
<tr>
<td>Art History II: High Renaissance to the Present</td>
<td>56</td>
</tr>
<tr>
<td>The Built Environment of Florence</td>
<td>56</td>
</tr>
<tr>
<td>20th Century Design and Architecture</td>
<td>56</td>
</tr>
<tr>
<td>The World of Museums: Museology</td>
<td>57</td>
</tr>
<tr>
<td>Palaces of Florence</td>
<td>57</td>
</tr>
<tr>
<td>Architectural History: Italian Urban Design</td>
<td>57</td>
</tr>
<tr>
<td>Lost Symbolism: Secret Codes in Western Art</td>
<td>57</td>
</tr>
<tr>
<td>World Art</td>
<td>57</td>
</tr>
<tr>
<td>The Genius of Michelangelo</td>
<td>57</td>
</tr>
<tr>
<td>Renaissance Art at the Italian Courts</td>
<td>57</td>
</tr>
<tr>
<td>Visual Culture in Italy Since 1945 (Art, Design, Media)</td>
<td>57</td>
</tr>
<tr>
<td>Italian Renaissance Art</td>
<td>58</td>
</tr>
<tr>
<td>Lifestyle in Renaissance Florence</td>
<td>58</td>
</tr>
<tr>
<td>Florence Villas and Gardens</td>
<td>58</td>
</tr>
<tr>
<td>Medieval Art</td>
<td>58</td>
</tr>
<tr>
<td>Contemporary Architecture</td>
<td>58</td>
</tr>
<tr>
<td>Renaissance Architecture</td>
<td>58</td>
</tr>
<tr>
<td>Leonardo: The Renaissance Genius at Work</td>
<td>58</td>
</tr>
<tr>
<td>International Art Business</td>
<td>59</td>
</tr>
<tr>
<td>Art in 14th Century Florence</td>
<td>59</td>
</tr>
<tr>
<td>Hidden Meanings in Renaissance Art</td>
<td>59</td>
</tr>
<tr>
<td>High Renaissance and Mannerism</td>
<td>59</td>
</tr>
<tr>
<td>Baroque Art</td>
<td>59</td>
</tr>
<tr>
<td>Images and Words</td>
<td>59</td>
</tr>
<tr>
<td>Chinese Art in Modern Europe: From the 17th Century to the Present</td>
<td>59</td>
</tr>
<tr>
<td>Museum and Gallery Internship</td>
<td>60</td>
</tr>
<tr>
<td>19th Century Art: From Neoclassicism to Post-Impressionism</td>
<td>60</td>
</tr>
<tr>
<td>Avant-Garde and Modernist Art (1900-1950)</td>
<td>60</td>
</tr>
<tr>
<td>Contemporary Art</td>
<td>60</td>
</tr>
<tr>
<td>Museums and the Public I: People and Ideas</td>
<td>60</td>
</tr>
<tr>
<td>Museums: Past, Present and Future</td>
<td>60</td>
</tr>
<tr>
<td>Museum Development, Management, and Leadership</td>
<td>61</td>
</tr>
<tr>
<td>Art and Objects in Museums and in Context</td>
<td>61</td>
</tr>
<tr>
<td>Research and Field Methods I: Methodologies and Resources</td>
<td>61</td>
</tr>
<tr>
<td>Museums and the Public II: Objects and Audience</td>
<td>61</td>
</tr>
<tr>
<td>Transcultural Aesthetics, Ethnography, and Cultural Bias</td>
<td>61</td>
</tr>
<tr>
<td>Museum Spaces and Technologies</td>
<td>61</td>
</tr>
<tr>
<td>Museum Education</td>
<td>61</td>
</tr>
<tr>
<td>Conservation and Historic Preservation</td>
<td>61</td>
</tr>
<tr>
<td>Museums: Ethics and the Law</td>
<td>61</td>
</tr>
<tr>
<td>Research and Field Methods II: The Thesis/Practicum Proposal</td>
<td>61</td>
</tr>
<tr>
<td>Museum Studies Internship</td>
<td>61</td>
</tr>
<tr>
<td>Master’s Thesis</td>
<td>62</td>
</tr>
<tr>
<td>Master’s Practicum</td>
<td>62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BUS – INTERNATIONAL BUSINESS</th>
<th>62</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Business</td>
<td>62</td>
</tr>
<tr>
<td>Introduction to Economics</td>
<td>62</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>62</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>62</td>
</tr>
<tr>
<td>Foundations of Management</td>
<td>62</td>
</tr>
<tr>
<td>Corporate Social Responsibility</td>
<td>62</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>63</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>63</td>
</tr>
<tr>
<td>Event Planning</td>
<td>63</td>
</tr>
<tr>
<td>China’s Development and the Global Shift</td>
<td>63</td>
</tr>
<tr>
<td>Wine Business</td>
<td>63</td>
</tr>
<tr>
<td>Sustainability: Science, Political Economy and Business</td>
<td>63</td>
</tr>
</tbody>
</table>
Crosscultural Communication in the Workplace 63
Made in Italy: A Culture of Excellence 63
Beyond Modern Capitalism: Rethinking the Global Socio-Economic Order 64
International Art Business 64
Human Resources Management 64
Sociology of Consumerism 64
Consumer Behavior 64
Global Business and Society 64
Organizational Behavior 64
International Marketing 65
Integrated Marketing Communication 65
Crowdfunding 65
Economics of the European Union 65
Social Media Marketing 65
Wedding Planning 65
International Business Negotiation 65
Corporate Finance 65
Luxury Brand Management 66
Marketing/Advertising Internship 66
Marketing Internship: LdM Marketing Office 66
Marketing / Event Planning Internship 66
Social Media Marketing Internship 66
Web Marketing Internship 67
Global Financial Markets 67
Operations Management 67
Global Strategic Marketing Management 67
Developing Leadership Skills 67

COM – COMMUNICATIONS 67
Public Speaking and Presentation Skills 67
Introduction to Communications 67
Mass Communication 68
New Media: Communication in the Digital Age 68
Introduction to Journalism 68
Advertising Principles 68
Body Language and Communication Techniques 68
Communications Research Methods 68
Event Planning 68
Media Ethics 68
Digital Cultures 69
Literature and Journalism 69
Crosscultural Communication in the Workplace 69
Visual Culture in Italy Since 1945 (Art, Design, Media) 69
Sports, Culture, and Communication 69
Conflict Resolution and Mediation Skills 69
Public Relations 69
War and Media 69
Communication and Leadership 69
Broadcasting: Italian Culture and Television 70
Intercultural Communication 70
Intercultural Competencies in the Contemporary Global Context 70
Integrated Marketing Communication 70
Crowdfunding 70
Social Media Marketing 71
Wedding Planning 71
Creating the Multimedia Sports Narrative 71
Global Sports Marketing 71
Sports in Global Cinema and Television 71
Global Media Strategies 71
Communications Internship 71
Journalism Internship 71
Communication in Public Administration Internship 72
Public Relations Internship 72
Communications / Event Planning Internship 72
Social Media Marketing Internship 73
Global Brand Management 73
Consumer Insights and Strategic Development 73
Global IMC Campaign Development 73
Capping: Communications Studies 73

EDU – EDUCATION 73
Peace Education 73
Intercultural Competencies in the Contemporary Global Context 73
Introduction to Multicultural Education 74
Education Internship 74

ENV - GEOGRAPHY AND ENVIRONMENTAL STUDIES 74
Introduction to Environmental Issues 74
Tuscany and its Environment 74
Sustainable Food 74

GND – GENDER STUDIES 74
Introduction to Women's Studies 74
Women, History, and Culture 74
Love and Natural Selection: Science and Myth 75
Women in Religion 75
Women of the Medici Family 75
History of Prostitution 75
Female Characters in 20th Century Fiction 75
Contemporary Feminist Theories 75
Contemporary Italian Women Writers 75

HIS – HISTORY 76
Western Civilization 76
The Making of Modern Europe from Antiquity to the French Revolution 76
Europe from 1815 to the Present 76
Ancient Rome 76
Medieval Civilization and Culture 76
Florentia: The Ancient Roots of Florence 76
The Holocaust: Jewish and Christian Responses 76
The Age of Barbarians: The “Fall” of the Roman Empire and the Birth of Medieval Europe 77
The Social World of Renaissance Italy 77
The Quarters of Florence: History and Culture 77
Galileo's World: His Life and Contributions to Modern Science 77
Cultural Networking in the Renaissance 77
Lifestyle in Renaissance Florence 77
Italy’s Contribution to Modern Science 77
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Renaissance Theory of Love</td>
<td>78</td>
</tr>
<tr>
<td>Florence and the House of the Medici</td>
<td>78</td>
</tr>
<tr>
<td>Italy in the American Imagination</td>
<td>78</td>
</tr>
<tr>
<td>The 1960s: A Global Counter Cultural Movement</td>
<td>78</td>
</tr>
<tr>
<td>Women of the Medici Family</td>
<td>78</td>
</tr>
<tr>
<td>Europe since 1945</td>
<td>78</td>
</tr>
<tr>
<td>Italian Renaissance Civilization and Culture</td>
<td>78</td>
</tr>
<tr>
<td>The Role of Magic in Renaissance Thought</td>
<td>78</td>
</tr>
<tr>
<td>Muslims, Jews and Witches: Outsiders in Medieval and Renaissance Europe</td>
<td>79</td>
</tr>
<tr>
<td>Magna Graecia: Ancient Greeks in Italy</td>
<td>79</td>
</tr>
<tr>
<td>International Terrorism</td>
<td>79</td>
</tr>
<tr>
<td>The Second World War</td>
<td>79</td>
</tr>
<tr>
<td><strong>LIT – LITERATURE</strong></td>
<td>79</td>
</tr>
<tr>
<td>Survey of Western Literature</td>
<td>79</td>
</tr>
<tr>
<td>Food and Literature</td>
<td>79</td>
</tr>
<tr>
<td>Italian Crime Fiction</td>
<td>80</td>
</tr>
<tr>
<td>Italian Literature and Society: 1945 to the Present</td>
<td>80</td>
</tr>
<tr>
<td>Literature and Journalism</td>
<td>80</td>
</tr>
<tr>
<td>Romeo and Juliet—A Love story across the Arts</td>
<td>80</td>
</tr>
<tr>
<td>Florence in the Literary Imagination</td>
<td>80</td>
</tr>
<tr>
<td>Many Italies, Other Italies: Modern Literary Representations</td>
<td>80</td>
</tr>
<tr>
<td>Dante's Quest for Love—from the Divine Comedy to Contemporary Culture and Media</td>
<td>80</td>
</tr>
<tr>
<td>Contemporary European Literature</td>
<td>81</td>
</tr>
<tr>
<td>Shakespeare's Italy</td>
<td>81</td>
</tr>
<tr>
<td>Female Characters in 20th Century Fiction</td>
<td>81</td>
</tr>
<tr>
<td>The Age of Heroes: The Iliad, the Odyssey, the Aeneid, and the Origins of Western Literature</td>
<td>81</td>
</tr>
<tr>
<td>Masterpieces of Italian Literature</td>
<td>81</td>
</tr>
<tr>
<td>Dante, Petrarch, Boccaccio: Italian Literature of the 14th Century</td>
<td>81</td>
</tr>
<tr>
<td>Contemporary Italian Women Writers</td>
<td>81</td>
</tr>
<tr>
<td>Italian Grand Tour: Italy through the Eyes of Famous Travellers</td>
<td>82</td>
</tr>
<tr>
<td><strong>PHI – PHILOSOPHY</strong></td>
<td>82</td>
</tr>
<tr>
<td>Western Philosophy: Methods and Inquiries</td>
<td>82</td>
</tr>
<tr>
<td>Introduction to Ethics</td>
<td>82</td>
</tr>
<tr>
<td>Introduction to Western Philosophy: Ancient and Early Modern Thinkers</td>
<td>82</td>
</tr>
<tr>
<td>Logical, Critical, and Creative: The Power of Reason</td>
<td>82</td>
</tr>
<tr>
<td>Environmental Philosophy</td>
<td>82</td>
</tr>
<tr>
<td>From Plato to Machiavelli: Classical Political Thought</td>
<td>82</td>
</tr>
<tr>
<td>Responsibility and Justice Towards Future Generations</td>
<td>83</td>
</tr>
<tr>
<td>From Machiavelli to the Present: Modern Political Thought</td>
<td>83</td>
</tr>
<tr>
<td>Italy's Contribution to Modern Science</td>
<td>83</td>
</tr>
<tr>
<td>The Renaissance Theory of Love</td>
<td>83</td>
</tr>
<tr>
<td>Contemporary Issues in Bioethics</td>
<td>83</td>
</tr>
<tr>
<td>The Role of Magic in Renaissance Thought</td>
<td>83</td>
</tr>
<tr>
<td><strong>POL – POLITICAL SCIENCES AND INTERNATIONAL STUDIES</strong></td>
<td>84</td>
</tr>
<tr>
<td>Introduction to Political Science</td>
<td>84</td>
</tr>
<tr>
<td>China's Development and the Global Shift</td>
<td>84</td>
</tr>
<tr>
<td>Globalization and Social Change</td>
<td>84</td>
</tr>
<tr>
<td>Sustainability: Science, Political Economy and Business</td>
<td>84</td>
</tr>
<tr>
<td>From Plato to Machiavelli: Classical Political Thought</td>
<td>84</td>
</tr>
<tr>
<td>Responsibility and Justice Towards Future Generations</td>
<td>84</td>
</tr>
<tr>
<td>From Machiavelli to the Present: Modern Political Thought</td>
<td>83</td>
</tr>
<tr>
<td>Italy's Contribution to Modern Science</td>
<td>83</td>
</tr>
<tr>
<td>The Renaissance Theory of Love</td>
<td>83</td>
</tr>
<tr>
<td>Contemporary Issues in Bioethics</td>
<td>83</td>
</tr>
<tr>
<td>The Role of Magic in Renaissance Thought</td>
<td>83</td>
</tr>
<tr>
<td><strong>PSY – PSYCHOLOGY</strong></td>
<td>87</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>87</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>87</td>
</tr>
<tr>
<td>Child Psychology</td>
<td>87</td>
</tr>
<tr>
<td>Love and Natural Selection: Science and Myth</td>
<td>87</td>
</tr>
<tr>
<td>Adolescent Psychology</td>
<td>87</td>
</tr>
<tr>
<td>Conflict Resolution and Mediation Skills</td>
<td>87</td>
</tr>
<tr>
<td>Organizational Psychology: Understanding Workplace Dynamics</td>
<td>87</td>
</tr>
<tr>
<td>Psychology of Crime</td>
<td>87</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>87</td>
</tr>
<tr>
<td>Psychology of Eating</td>
<td>87</td>
</tr>
<tr>
<td>Psychology of Art and Human Creativity</td>
<td>87</td>
</tr>
<tr>
<td><strong>REL – RELIGIOUS STUDIES</strong></td>
<td>88</td>
</tr>
<tr>
<td>Introduction to the Bible (Old Testament)</td>
<td>88</td>
</tr>
<tr>
<td>World Religions</td>
<td>88</td>
</tr>
<tr>
<td>Monotheisms: Judaism, Christianity, and Islam</td>
<td>88</td>
</tr>
<tr>
<td>History of Christianity</td>
<td>89</td>
</tr>
<tr>
<td>Understanding Islam</td>
<td>89</td>
</tr>
<tr>
<td>Yoga: Breathing, Meditation, Spirituality</td>
<td>89</td>
</tr>
<tr>
<td>The Holocaust: Jewish and Christian Responses</td>
<td>89</td>
</tr>
<tr>
<td>The Catholic Church and Society in Italy</td>
<td>89</td>
</tr>
<tr>
<td>Jewish Life in Italy from the Renaissance to the Present</td>
<td>89</td>
</tr>
<tr>
<td>Women in Religion</td>
<td>89</td>
</tr>
<tr>
<td>Magic, Divination, and Ghosts in the Ancient World</td>
<td>90</td>
</tr>
<tr>
<td>Ancient Religions</td>
<td>90</td>
</tr>
<tr>
<td><strong>SOC – SOCIOLOGY</strong></td>
<td>90</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>90</td>
</tr>
<tr>
<td>Regions of Italy</td>
<td>90</td>
</tr>
<tr>
<td>Football: A Global History</td>
<td>90</td>
</tr>
<tr>
<td>Organized Crime: Sociology and History of the Italian Mafia</td>
<td>90</td>
</tr>
<tr>
<td>Cultural Networking in the Renaissance</td>
<td>90</td>
</tr>
<tr>
<td>Italian Family and Society</td>
<td>91</td>
</tr>
<tr>
<td>Made in Italy: A Culture of Excellence</td>
<td>91</td>
</tr>
<tr>
<td>Italian Society Today</td>
<td>91</td>
</tr>
<tr>
<td>The Italian-American Experience</td>
<td>91</td>
</tr>
<tr>
<td>Sociology of Consumerism</td>
<td>91</td>
</tr>
<tr>
<td>Contemporary Italians and Italy</td>
<td>91</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>WRI – WRITING</td>
<td>Writing for College</td>
</tr>
<tr>
<td>WRI – WRITING</td>
<td>Introduction to Journalism</td>
</tr>
<tr>
<td>WRI – WRITING</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>WRI – WRITING</td>
<td>Writing about the Self</td>
</tr>
<tr>
<td>WRI – WRITING</td>
<td>Travel Writing</td>
</tr>
<tr>
<td>WRI – WRITING</td>
<td>Business Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.2 SCHOOL OF ITALIAN LANGUAGE AND CULTURE IN FLORENCE</th>
<th>93</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITC - ITALIAN LANGUAGE AND CULTURE</td>
<td>94</td>
</tr>
<tr>
<td>Italian through Cooking (in Italian only)</td>
<td>94</td>
</tr>
<tr>
<td>Italian for Conversation (in Italian only)</td>
<td>94</td>
</tr>
<tr>
<td>Italian for Tourism (in Italian only)</td>
<td>94</td>
</tr>
<tr>
<td>Italian Renaissance Art (in Italian only)</td>
<td>94</td>
</tr>
<tr>
<td>Reading and Writing for Academic Purposes (in Italian only)</td>
<td>94</td>
</tr>
<tr>
<td>Italy Today: Italians and Italy through the Media (in Italian only)</td>
<td>94</td>
</tr>
<tr>
<td>Food in Italian Culture (in Italian only)</td>
<td>94</td>
</tr>
<tr>
<td>Italian through Service Learning (in Italian only)</td>
<td>95</td>
</tr>
<tr>
<td>High Renaissance and Mannerism (in Italian only)</td>
<td>95</td>
</tr>
<tr>
<td>Translation Techniques (in Italian only)</td>
<td>95</td>
</tr>
<tr>
<td>Italian for Business (in Italian only)</td>
<td>95</td>
</tr>
<tr>
<td>Communication in Public Administration Internship</td>
<td>95</td>
</tr>
<tr>
<td>Contemporary Italian Politics (in Italian only)</td>
<td>95</td>
</tr>
<tr>
<td>Italian through Children's Literature (in Italian only)</td>
<td>96</td>
</tr>
<tr>
<td>Contemporary Italian Literature (in Italian only)</td>
<td>96</td>
</tr>
<tr>
<td>Italian Cinema (in Italian only)</td>
<td>96</td>
</tr>
<tr>
<td>Italian Civilization and Culture (in Italian only)</td>
<td>96</td>
</tr>
<tr>
<td>Italian Women's Literature (in Italian only)</td>
<td>96</td>
</tr>
<tr>
<td>Capping: Contemporary Italian Thought (in Italian only)</td>
<td>96</td>
</tr>
</tbody>
</table>

| 6-Hour Italian Language Advanced 1 and 2 | 98 |

<table>
<thead>
<tr>
<th>6.3 SCHOOL OF CREATIVE ARTS IN FLORENCE</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAS – MEDIA ARTS AND STUDIES</td>
<td>101</td>
</tr>
<tr>
<td>The History of World Cinema: Origins to the Present</td>
<td>101</td>
</tr>
<tr>
<td>Digital Filmmaking I</td>
<td>101</td>
</tr>
<tr>
<td>The Animated Short Film</td>
<td>101</td>
</tr>
<tr>
<td>Understanding Movies: Theory and Practice</td>
<td>101</td>
</tr>
<tr>
<td>History of Animation</td>
<td>101</td>
</tr>
<tr>
<td>Screenwriting</td>
<td>101</td>
</tr>
<tr>
<td>Digital Filmmaking II</td>
<td>101</td>
</tr>
<tr>
<td>Music and Film</td>
<td>101</td>
</tr>
<tr>
<td>Digital Filmmaking II (Summer only)</td>
<td>101</td>
</tr>
<tr>
<td>Intermediate Documentary</td>
<td>102</td>
</tr>
<tr>
<td>History of Italian Cinema</td>
<td>102</td>
</tr>
<tr>
<td>Italian Cinema and Society</td>
<td>102</td>
</tr>
<tr>
<td>Dante’s Quest for Love—from the Divine Comedy to Contemporary Culture and Media</td>
<td>102</td>
</tr>
<tr>
<td>Voices of An Artist: Voyaging through Franco Zeffirelli’s World</td>
<td>102</td>
</tr>
<tr>
<td>Film Studies</td>
<td>102</td>
</tr>
<tr>
<td>Masters of Italian Cinema</td>
<td>102</td>
</tr>
<tr>
<td>Cinema of the Real: Documentary Films</td>
<td>103</td>
</tr>
<tr>
<td>Seriality: TV and Beyond</td>
<td>103</td>
</tr>
<tr>
<td>The Venice Film Festival</td>
<td>103</td>
</tr>
<tr>
<td>Intermediate Screenwriting</td>
<td>103</td>
</tr>
<tr>
<td>Video Games and Cinema</td>
<td>103</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PDM – PAINTING, DRAWING AND MIXED MEDIA</th>
<th>103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Drawing and Composition</td>
<td>103</td>
</tr>
<tr>
<td>Foundation Oil Painting</td>
<td>103</td>
</tr>
<tr>
<td>Foundation Oil Painting (Summer only)</td>
<td>103</td>
</tr>
<tr>
<td>Expanding Creativity</td>
<td>104</td>
</tr>
<tr>
<td>Digital Sketchbook</td>
<td>104</td>
</tr>
<tr>
<td>Pastel Techniques</td>
<td>104</td>
</tr>
<tr>
<td>Florence Sketchbook - Beginning</td>
<td>104</td>
</tr>
<tr>
<td>Fundamentals of Art and Design: Color Theory</td>
<td>104</td>
</tr>
<tr>
<td>Comic Art</td>
<td>104</td>
</tr>
<tr>
<td>Florence Sketchbook - Intermediate</td>
<td>104</td>
</tr>
<tr>
<td>Sketchbook Workshop (Summer only)</td>
<td>104</td>
</tr>
<tr>
<td>Watercolor and Tempera/Gouache</td>
<td>105</td>
</tr>
<tr>
<td>Intermediate Drawing</td>
<td>105</td>
</tr>
<tr>
<td>Intermediate Painting</td>
<td>105</td>
</tr>
<tr>
<td>Intermediate Painting (Summer only)</td>
<td>105</td>
</tr>
<tr>
<td>Plein Air Landscape Painting</td>
<td>105</td>
</tr>
<tr>
<td>Contemporary Painting: Materials and Techniques</td>
<td>105</td>
</tr>
<tr>
<td>New Genres: Intermedia Arts Exploration</td>
<td>105</td>
</tr>
<tr>
<td>Advanced Drawing I: Observation and Interpretation</td>
<td>106</td>
</tr>
<tr>
<td>Advanced Painting I: Observation and Interpretation</td>
<td>106</td>
</tr>
<tr>
<td>Studio Art Professional Portfolio</td>
<td>106</td>
</tr>
<tr>
<td>The Making of an Exhibition</td>
<td>106</td>
</tr>
<tr>
<td>Advanced Drawing II</td>
<td>106</td>
</tr>
<tr>
<td>Advanced Painting II</td>
<td>106</td>
</tr>
<tr>
<td>Major Project in Fine Arts</td>
<td>106</td>
</tr>
</tbody>
</table>
PER – PERFORMING ARTS

Introduction to Modern Dance 107
Introduction to Ballet 107
Expanding Creativity 107
Flamenco 107
Introduction to Acting 107
Acting Dante’s Inferno 107
Masterpieces of Western Music 107
Intermediate Modern Dance 107
Renaissance Historical Dance 108
Italian Theatre 108
Romeo and Juliet—A Love story across the Arts 108
Music and Film 108
Theatre History: The Contribution of Florence 108
Italian Opera 108
From Florence to the World: The Wellspring of Italian Opera 108
Voices of An Artist: Voyaging through Franco Zeffirelli’s World 108
Italian Culture through Music 109
Intermediate Ballet 109
Italian and European Theatre 109
Drawing for the Scene / Theatrical Set Design 109

PHO – PHOTOGRAPHY

Introduction to Classic Photography 109
Introduction to Classic Photography (Summer only) 109
Introduction to Digital Photography 109
Introduction to Digital Photography (Summer only) 110
Introduction to Digital Photography (Interession) 110
Expanding Creativity 110
Principles of Fashion Photography 110
Principles of Fashion Photography (Summer only) 110
Intermediate Digital Photography 110
Intermediate Digital Photography (Summer only) 111
Intermediate Digital Photography (Interession) 111
Fundamentals of Food Design, Styling, and Photography 111
Landscape and Architecture Photography 111
Experimental Photography 111
Fashion Photography 111
Advertisement and Commercial Photography 112
Photography Portfolio 112

PRI – PRINTMAKING

Basic Printmaking 112
Basic Printmaking (Summer only) 112
Etching 112
Advanced Etching Portfolio 112

RES – RESTORATION

Furniture, Wood Objects, and Gilding Conservation 113
Fresco Painting and Restoration I 113
Painting and Polychrome Wooden Sculpture Conservation I 113
Drawing for Conservators 113
Archaeology Workshop 113
Florence and Southern Italy Restoration Workshop (Summer only) 113
Florence and Chianti Restoration Workshop (Summer only) 113
Theory of Conservation 114
Historical Painting Lab I 114
Fresco Painting and Restoration II 114
Painting and Polychrome Wooden Sculpture Conservation II 114
Science for Conservators II 114
Historical Painting Lab II 114
Advanced Fresco Painting and Restoration 114
Advanced Painting and Polychrome 114
Wooden Sculpture Conservation 114
Special Topics in Conservation 114
Advanced Project for Painting and Polychrome 115
Wooden Sculpture Conservation 115
Advanced Project for Fresco and Mural Painting Restoration 115
Chemistry Applications for Art Conservation 115

SCU – SCULPTURE AND CERAMICS

Ceramics and Well-being 115
Ceramics and Well-being (Summer only) 115
Expanding Creativity 115
Introductory Sculpture 115
Introductory Sculpture (Summer only) 116
Marble and Stone Sculpture 116
Intermediate Ceramics 116
Intermediate Sculpture 116
Intermediate Sculpture (Summer only) 116

6.4 SCHOOL OF DESIGN IN FLORENCE

ARC – ARCHITECTURE

Foundations of Architectural Design 119
The Built Environment of Florence 119
20th Century Design and Architecture 119
Architecture and Fashion 119
Aesthetics of Design: Theory and Practice 119
Perception of Form and Space 119
Architectural History: Italian Urban Design 119
History and Theory of Landscape Architecture 119
Public Space Design 119
Public Space Design (Summer only) 120
Contemporary Architecture 120
Sustainable Architecture 120
Architecture in its Environment 120
Architecture in its Environment (Summer only) 120
Conservation of Historic Buildings 120
Architecture Studio: Special Topics 120
Architecture Studio: Designing within and for Communities 120

FAS – FASHION DESIGN, MARKETING AND MERCHANDISING

Introduction to the Fashion Industry 121
Principles of Apparel Design 121
Fashion Figure Drawing 121
Construction Techniques 121
Fashion Illustration I (Summer only) 121
Patternmaking 121
Anthropology of Fashion and Desirability: Beyond the Catwalk 121
Textile Science
CAD for Fashion Design I
Fashion Styling
Fashion Marketing
Fabric Styling
Fashion Consumer Behavior
Visual Merchandising
Costume Design
Fashion Illustration II
Draping
Retail Management
Knitwear I
Accessory Design
Accessory Design (Summer only)
History of Costume
Fashion Buying Concepts
History of Italian Fashion
Advanced Project in Fashion Design
Fashion Communication
Advanced Pattern Development
Product Development
Collection Development I
Knitwear II
Couture
CAD for Fashion Design II
Design Workshop
Luxury Brand Management
Trend Forecasting
Fashion Lab - Experimental Design
Fashion Design Internship
Fashion Merchandising Internship
Merchandise Planning and Control
Interdisciplinary Design
Portfolio Development
Global Fashion Merchandising
Collection Development II
Fashion Employment Seminar
Fashion Entrepreneurship

GRA – GRAPHIC DESIGN
Digital Toolbox
20th Century Graphics and Illustration
Digital Sketchbook
Graphic Design
Graphic Design (Summer only)
Digital Graphic Techniques Fundamentals
Digital Graphic Techniques Fundamentals (Summer and Intersession)
Foundations of Visual Communication
Foundations of Visual Communication (Summer only)
Web Design
Comic Art
Rendering Essentials
Workshop in Graphic Design
Creative Processes in Visual Communication
Web Marketing

Dynamic Web Design
Workshop in Creative Advertising
Graphic Design Project Development
Web Animation
Graphic Center Internship: LdM Printing Center
Graphic Design Internship
Interdisciplinary Design
Motion Graphic Techniques
Brand Design
Graphic Design for Advertising
Computer 3D Animation

INT – INTERIOR DESIGN

Interior Design I
Interior Design I (Summer and Intersession)
Product Design I
Perspective Drawing and Rendering
Technical Drawing
Perspective Drawing and Rendering (Summer only)
CAD for Interior Design I
Design for Living Spaces
Architecture and Fashion
Design for Living Spaces (Summer only)
Aesthetics of Design: Theory and Practice
Design and Craftsmanship
Perception of Form and Space
Design Materials
Interior Design II
Interior Design II (Summer only)
CAD for Interior Design II
Product Design II
Product Design II (Summer only)
Retail Design
Retail Design (Summer only)
Lighting Design
Lighting Design (Summer only)
Computer Rendering for Interior Design
Trend Forecasting
Web Portfolio Presentation
Sustainable Design
Interdisciplinary Design
Concepts and Strategies for Design
Computer 3D Animation
Furniture Design
Furniture Design (Summer only)
Exhibit Design
Exhibit Design (Summer only)
Advanced Project in Interior Design
Interior Design Internship

JWY – JEWELRY DESIGN

The History of Jewels and their Symbolism
Jewelry Design I
Metals in Jewelry Making
Wax Carving and Casting Techniques I
Jewelry Making I
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jewelry Making I (Summer only)</td>
<td>136</td>
</tr>
<tr>
<td>Gemology</td>
<td>136</td>
</tr>
<tr>
<td>Jewelry Design II</td>
<td>136</td>
</tr>
<tr>
<td>Jewelry Making II</td>
<td>136</td>
</tr>
<tr>
<td>Jewelry Making II (Summer only)</td>
<td>136</td>
</tr>
<tr>
<td>Stone Setting I</td>
<td>136</td>
</tr>
<tr>
<td>Contemporary Jewelry Design</td>
<td>136</td>
</tr>
<tr>
<td>Jewelry Making III</td>
<td>136</td>
</tr>
<tr>
<td>Trend Forecasting</td>
<td>136</td>
</tr>
<tr>
<td>Modern Technology in Jewelry</td>
<td>137</td>
</tr>
<tr>
<td>Wax Carving and Casting Techniques II</td>
<td>137</td>
</tr>
<tr>
<td>Stone Setting II</td>
<td>137</td>
</tr>
<tr>
<td>Portfolio Development in Jewelry</td>
<td>137</td>
</tr>
<tr>
<td>Jewelry Making IV</td>
<td>137</td>
</tr>
<tr>
<td>Advanced Project in Jewelry</td>
<td>137</td>
</tr>
<tr>
<td>Alternative Materials in Contemporary Jewelry</td>
<td>137</td>
</tr>
<tr>
<td>The Artist in the Studio</td>
<td>137</td>
</tr>
<tr>
<td>6.5 SCHOOL OF NUTRITION, ITALIAN GASTRONOMY AND CULTURE IN FLORENCE</td>
<td>139</td>
</tr>
<tr>
<td>IGC – ITALIAN GASTRONOMY AND CULTURE</td>
<td>140</td>
</tr>
<tr>
<td>Italian Regional Food in Cultural Perspective</td>
<td>140</td>
</tr>
<tr>
<td>Food and Culture</td>
<td>140</td>
</tr>
<tr>
<td>Current Trends in Italian Cuisine</td>
<td>140</td>
</tr>
<tr>
<td>Italian Food and Culture: Pairing Food &amp; Wine</td>
<td>140</td>
</tr>
<tr>
<td>Italian Cuisine: History and Practice</td>
<td>141</td>
</tr>
<tr>
<td>Wine Business</td>
<td>141</td>
</tr>
<tr>
<td>Co(ok)quinarius: Ancient Sources of Italian Cuisine</td>
<td>141</td>
</tr>
<tr>
<td>Sacred and Secular Symbols in Italian Cuisine</td>
<td>141</td>
</tr>
<tr>
<td>Sustainable Food</td>
<td>141</td>
</tr>
<tr>
<td>NTR – NUTRITION</td>
<td>141</td>
</tr>
<tr>
<td>Nutrition Studies</td>
<td>141</td>
</tr>
<tr>
<td>Vegetarian Culture</td>
<td>141</td>
</tr>
<tr>
<td>The Mediterranean Diet</td>
<td>142</td>
</tr>
<tr>
<td>Topics in Nutrition: Italian Style Cooking</td>
<td>142</td>
</tr>
<tr>
<td>The Science of Food, Health, and Well-Being</td>
<td>142</td>
</tr>
<tr>
<td>6.6 SCHOOL OF SCIENCES IN FLORENCE</td>
<td>143</td>
</tr>
<tr>
<td>CHM – CHEMISTRY</td>
<td>144</td>
</tr>
<tr>
<td>General Chemistry I with Laboratory</td>
<td>144</td>
</tr>
<tr>
<td>General Chemistry II with Laboratory</td>
<td>144</td>
</tr>
<tr>
<td>Organic Chemistry I with Laboratory</td>
<td>144</td>
</tr>
<tr>
<td>Organic Chemistry II with Laboratory</td>
<td>144</td>
</tr>
<tr>
<td>Science for Conservators II</td>
<td>144</td>
</tr>
<tr>
<td>Chemistry Applications for Art Conservation</td>
<td>144</td>
</tr>
<tr>
<td>MAT – MATHEMATICS</td>
<td>144</td>
</tr>
<tr>
<td>Topics in Mathematics for Liberal Arts</td>
<td>144</td>
</tr>
<tr>
<td>Calculus I for Non-Science Majors</td>
<td>144</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td>144</td>
</tr>
<tr>
<td>7 Rome Course Descriptions</td>
<td>146</td>
</tr>
<tr>
<td>7.1 SCHOOL OF LIBERAL ARTS AND SOCIAL SCIENCES IN rome</td>
<td>149</td>
</tr>
<tr>
<td>ANC - ANCIENT STUDIES</td>
<td>150</td>
</tr>
<tr>
<td>Ancient Rome</td>
<td>150</td>
</tr>
<tr>
<td>Underground Rome: The Christian Catacombs</td>
<td>150</td>
</tr>
<tr>
<td>The Roman Civilization through Its Monuments</td>
<td>150</td>
</tr>
<tr>
<td>Greek and Roman Mythology</td>
<td>150</td>
</tr>
<tr>
<td>Animals in Antiquity</td>
<td>150</td>
</tr>
<tr>
<td>The Age of Barbarians: The “Fall” of the Roman Empire and the Birth of Medieval Europe</td>
<td>150</td>
</tr>
<tr>
<td>Magic, Divination, and Ghosts in the Ancient World</td>
<td>150</td>
</tr>
<tr>
<td>Archaeology of Italy: From Constantine to Charlemagne</td>
<td>151</td>
</tr>
<tr>
<td>The Age of Heroes: The Iliad, the Odyssey, the Aeneid, and the Origins of Western Literature</td>
<td>151</td>
</tr>
<tr>
<td>Art and Architecture in Ancient Rome</td>
<td>151</td>
</tr>
<tr>
<td>ANT - ANTHROPOLOGY</td>
<td>151</td>
</tr>
<tr>
<td>Anthropology of Fashion and Desirability: Beyond the Catwalk</td>
<td>151</td>
</tr>
<tr>
<td>Food and Culture</td>
<td>151</td>
</tr>
<tr>
<td>The Mediterranean: History, Peoples, and Integration</td>
<td>152</td>
</tr>
<tr>
<td>Anthropology of Violence and Conflict</td>
<td>152</td>
</tr>
<tr>
<td>ART - ART HISTORY</td>
<td>152</td>
</tr>
<tr>
<td>History of Architecture</td>
<td>152</td>
</tr>
<tr>
<td>Art History I: Antiquity to Early Renaissance</td>
<td>152</td>
</tr>
<tr>
<td>Art History II: High Renaissance to the Present</td>
<td>152</td>
</tr>
<tr>
<td>Art in Rome, Ancient to Baroque</td>
<td>152</td>
</tr>
<tr>
<td>Popes, Cardinals, and Courts in Renaissance and Baroque Art</td>
<td>152</td>
</tr>
<tr>
<td>Palaces of Rome</td>
<td>152</td>
</tr>
<tr>
<td>Lost Symbolism: Secret Codes in Western Art</td>
<td>152</td>
</tr>
<tr>
<td>The Genius of Michelangelo</td>
<td>153</td>
</tr>
<tr>
<td>Rome: Villas and Gardens</td>
<td>153</td>
</tr>
<tr>
<td>Art and Architecture in Ancient Rome</td>
<td>153</td>
</tr>
<tr>
<td>Art and Architecture in Medieval Rome</td>
<td>153</td>
</tr>
<tr>
<td>High Renaissance and Mannerism</td>
<td>153</td>
</tr>
<tr>
<td>Crossroads of Faith: The Jewish, Christian, and Muslim Heritage of Rome</td>
<td>153</td>
</tr>
<tr>
<td>Baroque Art</td>
<td>154</td>
</tr>
<tr>
<td>Italian Contemporary Art</td>
<td>154</td>
</tr>
<tr>
<td>Museum and Gallery Internship</td>
<td>154</td>
</tr>
<tr>
<td>Avant-Garde and Modernist Art (1900-1950)</td>
<td>154</td>
</tr>
<tr>
<td>BUS - INTERNATIONAL BUSINESS</td>
<td>154</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>154</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>154</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>154</td>
</tr>
<tr>
<td>Event Planning</td>
<td>155</td>
</tr>
<tr>
<td>China’s Development and the Global Shift</td>
<td>155</td>
</tr>
<tr>
<td>Wine Business</td>
<td>155</td>
</tr>
<tr>
<td>European Union Policies and Law</td>
<td>155</td>
</tr>
<tr>
<td>Made in Italy: A Culture of Excellence</td>
<td>155</td>
</tr>
<tr>
<td>The Global Economy</td>
<td>155</td>
</tr>
<tr>
<td>Course Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Human Resources Management</td>
<td>155</td>
</tr>
<tr>
<td>Sociology of Consumerism</td>
<td>156</td>
</tr>
<tr>
<td>Branding Cities: How Urban Economies Attract Investments</td>
<td>156</td>
</tr>
<tr>
<td>Economic Geography</td>
<td>156</td>
</tr>
<tr>
<td>Global Business and Society</td>
<td>156</td>
</tr>
<tr>
<td>International Marketing</td>
<td>156</td>
</tr>
<tr>
<td>Integrated Marketing Communication</td>
<td>156</td>
</tr>
<tr>
<td>Social Media Marketing</td>
<td>156</td>
</tr>
<tr>
<td>International Project Management and Fundraising</td>
<td>157</td>
</tr>
<tr>
<td>Operations Management</td>
<td>157</td>
</tr>
<tr>
<td>Global Strategic Marketing Management</td>
<td>157</td>
</tr>
<tr>
<td><strong>COM - COMMUNICATIONS</strong></td>
<td>157</td>
</tr>
<tr>
<td>Public Speaking and Presentation Skills</td>
<td>157</td>
</tr>
<tr>
<td>Introduction to Communications</td>
<td>157</td>
</tr>
<tr>
<td>Mass Communication</td>
<td>157</td>
</tr>
<tr>
<td>New Media: Communication in the Digital Age</td>
<td>157</td>
</tr>
<tr>
<td>Introduction to Journalism</td>
<td>157</td>
</tr>
<tr>
<td>Event Planning</td>
<td>157</td>
</tr>
<tr>
<td>Media Ethics</td>
<td>158</td>
</tr>
<tr>
<td>Literature and Journalism</td>
<td>158</td>
</tr>
<tr>
<td>Public Relations</td>
<td>158</td>
</tr>
<tr>
<td>War and Media</td>
<td>158</td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>158</td>
</tr>
<tr>
<td>Integrated Marketing Communication</td>
<td>158</td>
</tr>
<tr>
<td>Social Media Marketing</td>
<td>159</td>
</tr>
<tr>
<td>The Olympic Brand</td>
<td>159</td>
</tr>
<tr>
<td>Global Sports Marketing</td>
<td>159</td>
</tr>
<tr>
<td><strong>EDU - EDUCATION</strong></td>
<td>159</td>
</tr>
<tr>
<td>Introduction to Multicultural Education</td>
<td>159</td>
</tr>
<tr>
<td>Education Internship</td>
<td>159</td>
</tr>
<tr>
<td><strong>ENV - GEOGRAPHY AND ENVIRONMENTAL STUDIES</strong></td>
<td>159</td>
</tr>
<tr>
<td>Introduction to Environmental Issues</td>
<td>159</td>
</tr>
<tr>
<td>Italian Food through Culture, Environment, and Sustainability</td>
<td>160</td>
</tr>
<tr>
<td>Environmental Ecology</td>
<td>160</td>
</tr>
<tr>
<td>Economic Geography</td>
<td>160</td>
</tr>
<tr>
<td><strong>GND - GENDER STUDIES</strong></td>
<td>160</td>
</tr>
<tr>
<td>Contemporary Feminist Theories</td>
<td>160</td>
</tr>
<tr>
<td><strong>HIS - HISTORY</strong></td>
<td>160</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>160</td>
</tr>
<tr>
<td>The Making of Modern Europe from Antiquity to the French Revolution</td>
<td>160</td>
</tr>
<tr>
<td>Ancient Rome</td>
<td>160</td>
</tr>
<tr>
<td>The Roman Civilization through Its Monuments</td>
<td>160</td>
</tr>
<tr>
<td>The Age of Barbarians: The “Fall” of the Roman Empire and the Birth of Medieval Europe</td>
<td>161</td>
</tr>
<tr>
<td>Ancient Roots of Italy</td>
<td>161</td>
</tr>
<tr>
<td>Italy’s Contribution to Modern Science</td>
<td>161</td>
</tr>
<tr>
<td>Italian Renaissance Civilization and Culture</td>
<td>161</td>
</tr>
<tr>
<td>Crossroads of Faith: The Jewish, Christian, and Muslim Heritage of Rome</td>
<td>161</td>
</tr>
<tr>
<td>International Terrorism</td>
<td>161</td>
</tr>
<tr>
<td><strong>LIT - LITERATURE</strong></td>
<td>161</td>
</tr>
<tr>
<td>Survey of Western Literature</td>
<td>161</td>
</tr>
<tr>
<td>Literature and Journalism</td>
<td>162</td>
</tr>
<tr>
<td>Rome in the Literary Imagination</td>
<td>162</td>
</tr>
<tr>
<td>Contemporary European Literature</td>
<td>162</td>
</tr>
<tr>
<td>Shakespeare’s Italy</td>
<td>162</td>
</tr>
<tr>
<td>The Age of Heroes: The Iliad, the Odyssey, the Aeneid, and the Origins of Western Literature</td>
<td>162</td>
</tr>
<tr>
<td>Italian Grand Tour: Italy through the Eyes of Famous Travellers</td>
<td>162</td>
</tr>
<tr>
<td><strong>PHI - PHILOSOPHY</strong></td>
<td>162</td>
</tr>
<tr>
<td>Western Philosophy: Methods and Inquiries</td>
<td>162</td>
</tr>
<tr>
<td>Introduction to Western Philosophy: Ancient and Early Modern Thinkers</td>
<td>162</td>
</tr>
<tr>
<td>From Plato to Machiavelli: Classical Political Thought</td>
<td>163</td>
</tr>
<tr>
<td>From Machiavelli to the Present: Modern Political Thought</td>
<td>163</td>
</tr>
<tr>
<td>Italy’s Contribution to Modern Science</td>
<td>163</td>
</tr>
<tr>
<td>Contemporary Issues in Bioethics</td>
<td>163</td>
</tr>
<tr>
<td><strong>POL - POLITICAL SCIENCES AND INTERNATIONAL STUDIES</strong></td>
<td>163</td>
</tr>
<tr>
<td>Introduction to Political Science</td>
<td>163</td>
</tr>
<tr>
<td>Borders: Political Challenges Today</td>
<td>163</td>
</tr>
<tr>
<td>China’s Development and the Global Shift</td>
<td>163</td>
</tr>
<tr>
<td>Globalization and Social Change</td>
<td>164</td>
</tr>
<tr>
<td>From Plato to Machiavelli: Classical Political Thought</td>
<td>164</td>
</tr>
<tr>
<td>European Union Policies and Law</td>
<td>164</td>
</tr>
<tr>
<td>From Machiavelli to the Present: Modern Political Thought</td>
<td>164</td>
</tr>
<tr>
<td>The European Union</td>
<td>164</td>
</tr>
<tr>
<td>The Mediterranean: History, Peoples, and Integration</td>
<td>165</td>
</tr>
<tr>
<td>The Global Economy</td>
<td>165</td>
</tr>
<tr>
<td>International Conflict Resolution</td>
<td>165</td>
</tr>
<tr>
<td>Humanitarian Affairs</td>
<td>165</td>
</tr>
<tr>
<td>War and Media</td>
<td>165</td>
</tr>
<tr>
<td>Branding Cities: How Urban Economies Attract Investments</td>
<td>165</td>
</tr>
<tr>
<td>International Law</td>
<td>165</td>
</tr>
<tr>
<td>Anthropology of Violence and Conflict</td>
<td>166</td>
</tr>
<tr>
<td>International Rome: a UN City</td>
<td>166</td>
</tr>
<tr>
<td>International Terrorism</td>
<td>166</td>
</tr>
<tr>
<td><strong>PSY - PSYCHOLOGY</strong></td>
<td>166</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>166</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>166</td>
</tr>
<tr>
<td>Child Psychology</td>
<td>166</td>
</tr>
<tr>
<td>Film: The Spectator’s Experience</td>
<td>167</td>
</tr>
<tr>
<td>Mind, Brain, and Behavior</td>
<td>167</td>
</tr>
<tr>
<td>Art Therapy</td>
<td>167</td>
</tr>
<tr>
<td>Art Therapy (Summer only)</td>
<td>167</td>
</tr>
<tr>
<td>Psychology of Crime</td>
<td>167</td>
</tr>
<tr>
<td><strong>REL - RELIGIOUS STUDIES</strong></td>
<td>167</td>
</tr>
<tr>
<td>Introduction to the Bible (Old Testament)</td>
<td>167</td>
</tr>
<tr>
<td>World Religions</td>
<td>167</td>
</tr>
<tr>
<td>Religion and Culture in Italy</td>
<td>168</td>
</tr>
<tr>
<td>Magic, Divination, and Ghosts in the Ancient World</td>
<td>168</td>
</tr>
</tbody>
</table>
In Search of Early Christianity 168
SOC - SOCIOLGY 168
Italian Family and Society 168
Made in Italy: A Culture of Excellence 168
Italian Society Today 169
Sociology of Consumerism 169
WRI - WRITING 169
Introduction to Journalism 169
Writing about the Self 169
Travel Writing 169

7.2 SCHOOL OF ITALIAN LANGUAGE AND CULTURE IN ROME 170
ITC - ITALIAN LANGUAGE AND CULTURE 171
Italian for Conversation (in Italian only) 171
Italian Civilization (in Italian only) 171
High Renaissance and Mannerism (in Italian only) 171
Italian Cinema (in Italian only) 171
Italian Civilization and Culture (in Italian only) 171

ITL - ITALIAN LANGUAGE 3-CREDIT COURSES 171
3-Hour Italian Language Elementary 1 171
3-Hour Italian Language Elementary 2 171
3-Hour Italian Language Intermediate 1 172
3-Hour Italian Language Intermediate 2 172
3-Hour Italian Language Advanced 1 172
3-Hour Italian Language Advanced 2 172

ITL - ITALIAN LANGUAGE 4 - CREDIT COURSES 172
4-Hour Italian Language Elementary 1 172
4-Hour Italian Language Elementary 2 172
4-Hour Italian Language Intermediate 1 172
4-Hour Italian Language Intermediate 2 172
4-Hour Italian Language Advanced 1 173
4-Hour Italian Language Advanced 2 173

7.3 SCHOOL OF CREATIVE ARTS IN ROME 174
MAS - MEDIA ARTS AND STUDIES 175
Mobile Documentary: Capturing Italy 175
Screenwriting 175
Film: The Spectator’s Experience 175
History of Italian Cinema 175
Italian Cinema and Society 175
Film Studies 175
Masters of Italian Cinema 175

PDM - PAINTING, DRAWING AND MIXED MEDIA 176
Principles of Drawing and Composition 176
Foundation Oil Painting 176
Foundation Oil Painting (Summer only) 176

7.4 SCHOOL OF NUTRITION, ITALIAN GASTRONOMY AND CULTURE IN ROME 178
IGC – ITALIAN GASTRONOMY AND CULTURE 179
Wine and Culture I: Wines of Italy 179
Food and Culture 179
Italian Food through Culture, Environment, and Sustainability 179
Wine Business 179

7.5 SCHOOL OF SCIENCES IN ROME 180
BIO - BIOLOGICAL SCIENCES 181
General Biology II with Laboratory 181
Introduction to Molecular Genetics with Laboratory 181
Human Anatomy I with Laboratory 181
Human Anatomy II with Laboratory 181
Principles of Biochemistry 181
Introduction to Neuroscience 181
Cell Biology with Laboratory 181
General Microbiology with Laboratory 181

CHM - CHEMISTRY 182
General Chemistry I with Laboratory 182
General Chemistry II with Laboratory 182
Organic Chemistry I with Laboratory 182
Organic Chemistry II with Laboratory 182
Principles of Biochemistry 182

EGR - ENGINEERING 182
Engineering Economy 182
Thermodynamics I 182

PHO – PHOTOGRAPHY 177
Introduction to Digital Photography 177
Introduction to Digital Photography (Summer only) 177

PER - PERFORMING ARTS 177
Italian Opera 177

PDM - PAINTING, DRAWING AND MIXED MEDIA 176
Principles of Environmental Science (Summer Only) 182

EVS - ENVIRONMENTAL SCIENCES 182
Environmental Science with Laboratory 183
### HSC – HEALTH SCIENCES
International Hospital Internship

### MAT - MATHEMATICS
Calculus for Science Majors I
Calculus for Science Majors II
Calculus for Science Majors III
Statistics for Science Majors

### 8 TUSCANIA COURSE DESCRIPTIONS

#### 8.1 SCHOOL OF LIBERAL ARTS AND SOCIAL SCIENCES IN TUSCANIA

**ANC – ANCIENT STUDIES**
Greek and Roman Mythology
The “Mysterious” People of Ancient Italy: In Search of the Etruscans
Etruscan Cuisine
The Etruscan and Roman Civilizations
Archaeology Field School: Tuscania (Italy)
Archaeology of Italy: From Constantine to Charlemagne
The Age of Heroes: The Iliad, the Odyssey, the Aeneid, and the Origins of Western Literature

**ANT – ANTHROPOLOGY**
Archaeology Field School: Tuscania (Italy)

**BUS – INTERNATIONAL BUSINESS**
Wine Business
Marketing/Advertising Internship

**COM – COMMUNICATIONS**
Introduction to Journalism
Body Language and Communication Techniques
Communication in Public Administration Internship

**ENV – GEOGRAPHY AND ENVIRONMENTAL STUDIES**
Sustainable Forest Management
Sustainable Italy: Environmental Awareness and Ecotourism
Sustainable Food

**HIS – HISTORY**
Western Civilization
Medieval Civilization and Culture
Magical Mystery Tour: Pilgrimage to Rome and Latium in the Middle Ages
Archaeology Field School: Tuscania (Italy)
Italian Renaissance Civilization and Culture

**LIT – LITERATURE**
Survey of Western Literature
The Age of Heroes: The Iliad, the Odyssey, the Aeneid, and the Origins of Western Literature
Masterpieces of Italian Literature
Italian Grand Tour: Italy through the Eyes of Famous Travellers

**PHI – PHILOSOPHY**
Western Philosophy: Methods and Inquiries
Introduction to Western Philosophy: Ancient and Early Modern Thinkers

**PSY – PSYCHOLOGY**
Introduction to Psychology
Social Psychology
Child Psychology
Organizational Psychology: Understanding Workplace Dynamics

**REL – RELIGIOUS STUDIES**
World Religions
Yoga: Breathing, Meditation, Spirituality
Religion and Culture in Italy
In Search of Early Christianity

**SOC – SOCIOLOGY**
Italian Life and Cultures
Contemporary Italians and Italy

**WRI – WRITING**
Introduction to Journalism
Creative Writing
Travel Writing

#### 8.2 SCHOOL OF ITALIAN LANGUAGE AND CULTURE IN TUSCANIA

**ITC – ITALIAN LANGUAGE AND CULTURE**
Italian through Mediterranean Cooking (in Italian only)
Italian through Cooking (in Italian only)
Italian through Theatre (in Italian only)
Italian for Conversation (in Italian only)
Italian Civilization (in Italian only)
Italian through Service Learning (in Italian only)
Communication in Public Administration Internship
Italian Cinema (in Italian only)

**ITL – ITALIAN LANGUAGE 3-CREDIT COURSES**
3-Hour Italian Language Elementary 1
3-Hour Italian Language Elementary 2
3-Hour Italian Language Intermediate 1
3-Hour Italian Language Intermediate 2
3-Hour Italian Language Advanced 1
3-Hour Italian Language Advanced 2

**ITL – ITALIAN LANGUAGE 4-CREDIT COURSES**
4-Hour Italian Language Elementary 1
4-Hour Italian Language Elementary 2
4-Hour Italian Language Intermediate 1
4-Hour Italian Language Intermediate 2
4-Hour Italian Language Advanced 1
4-Hour Italian Language Advanced 2
8.3 SCHOOL OF CREATIVE ARTS IN TUSCANIA

MAS – MEDIA ARTS AND STUDIES
Digital Filmmaking I 201
History of Italian Cinema 201
Italian Cinema and Society 201
Film Studies 201

PDM – PAINTING, DRAWING AND MIXED MEDIA
Principles of Drawing and Composition 201
Foundation Oil Painting 201
Foundation Oil Painting (Summer only) 201
Expanding Creativity 201
Tuscania Sketchbook - Beginning 202
Discover Painting: Tuscania through Color and Space 202
Discover Painting: Tuscania through Color and Space (Summer only) 202
Nature Sketchbook 202
Tuscania Oil Painting Workshop 202
Tuscania Sketchbook - Intermediate 202
Watercolor and Tempera/Gouache 202
Intermediate Painting 203

PER – PERFORMING ARTS
Expanding Creativity 203
Introduction to Acting 203

PHO – PHOTOGRAPHY
Introduction to Digital Photography 203
Introduction to Digital Photography (Summer only) 203
Expanding Creativity 203
Intermediate Digital Photography 203
Intermediate Digital Photography (Summer only) 204
Landscape and Architecture Photography (Summer only) 204

8.4 SCHOOL OF AGRICULTURE IN TUSCANIA

AGR – AGRICULTURAL STUDIES AND TECHNOLOGIES
Sustainable Forest Management 211
Agricultural Economics 211
Organic Agriculture 211
Multifunctionality of the Agricultural Sector 211
3-Hour Italian Language Elementary 1 or 2; Intermediate 1 or 2; Advanced 1 or 2. 213
Sustainable Italy: Environmental Awareness and Ecotourism 213
Made in Italy: A Culture of Excellence 213
Current Trends in Italian Cuisine 214
Wine Business 214

AGR – AGRICULTURAL STUDIES AND TECHNOLOGIES
3-Hour Italian Language Elementary 1 or 2; Intermediate 1 or 2; Advanced 1 or 2. 213
Sustainable Italy: Environmental Awareness and Ecotourism 213
Made in Italy: A Culture of Excellence 213
Current Trends in Italian Cuisine 214
Wine Business 214

8.4 SCHOOL OF NUTRITION, ITALIAN GASTRONOMY AND CULTURE IN TUSCANIA

IGC – ITALIAN GASTRONOMY AND CULTURE
Italian Regional Food in Cultural Perspective 207
Cooking in Context: Traditions of Tuscania 207
Wine and Culture I: Wines of Italy 207
Mediterranean Cuisine 207
Current Trends in Italian Cuisine 207
Etruscan Cuisine 207
Italian Food and Culture: Pairing Food & Wine 207
Wine Business 207
Sustainable Food 208

NTR – NUTRITION
Nutrition Studies 208
12

COURSE INDEX

by title

NUMERALS

3-Hour Italian Language Advanced 1 97, 172, 198
3-Hour Italian Language Advanced 2 97, 172, 198
3-Hour Italian Language Elementary 1 96, 171, 198
3-Hour Italian Language Elementary 1 or 2; Intermediate 1 or 2; Advanced 1 or 2. 213
3-Hour Italian Language Elementary 2 97, 171, 198
3-Hour Italian Language Intermediate 1 97, 172, 198
3-Hour Italian Language Intermediate 2 97, 172, 198
4-Hour Italian Language Advanced 1 98, 173, 199
4-Hour Italian Language Advanced 2 98, 173, 199
4-Hour Italian Language Elementary 1 97, 172, 199
4-Hour Italian Language Elementary 2 97, 172, 199
4-Hour Italian Language Intermediate 1 97, 172, 199
4-Hour Italian Language Intermediate 2 98, 172, 199
6-Hour Italian Language Advanced 1 and 2 98
6-Hour Italian Language Elementary 1 and 2 98
6-Hour Italian Language Elementary 2 and Intermediate 1 98
6-Hour Italian Language Intermediate 1 and 2 98
6-Hour Italian Language Intermediate 2 and Advanced 1 98
19th Century Art: From Neoclassicism to Post-Impressionism 60
20th Century Design and Architecture 56, 119
20th Century Graphics and Illustration 126

A

Accessory Design 123
Accessory Design (Summer only) 123
Acting Dante's Inferno 107
Adolescent Psychology 87
Advanced Drawing II 106
Advanced Drawing I: Observation and Interpretation 106
Advanced Etching Portfolio 113
Advanced Fresco Painting and Restoration 114
Advanced Painting and Polychrome Wooden Sculpture Conservation 115
Advanced Painting II 106
Advanced Painting I: Observation and Interpretation 106
Advanced Pattern Development 124
Advanced Project for Fresco and Mural Painting Restoration 115
Advanced Project for Painting and Polychrome Wooden Sculpture Conservation 115
Advanced Project in Fashion Design 123
Advanced Project in Interior Design 135
Advanced Project in Jewelry 137
Advertisement and Commercial Photography 112
Advertising Principles 68
Aesthetics of Design: Theory and Practice 119
Agricultural Economics 211
Alternative Materials in Contemporary Jewelry 137
Ancient Egypt 53
Ancient Religions 90
Ancient Rome 52, 76, 150, 160
Ancient Roots of Italy 161
Animals in Antiquity 150
Anthropology of Fashion and Desirability: Beyond the Catwalk 54, 121, 151
Anthropology of Violence and Conflict 56, 86, 152, 166
Archaeology Field School: Tuscania (Italy) 188, 189, 191
Archaeology of Death 54, 56
Archaeology of Italy: From Constantine to Charlemagne 151, 188
Archaeology Workshop 52, 55, 113
Architectural History: Italian Urban Design 57, 119
Architecture and Fashion 119, 131
Architecture in its Environment 120
Architecture in its Environment (Summer only) 120
Architecture Studio: Designing within and for Communities 120
Architecture Studio: Special Topics 120
Art and Architecture in Ancient Rome 151, 153
Art and Architecture in Medieval Rome 153
Art and Objects in Museums and in Context 61
Art History I: Antiquity to Early Renaissance 56, 152
Art History II: High Renaissance to the Present 56, 152
Art in 14th Century Florence 59
Art in Rome, Ancient to Baroque 152
Art Therapy 167, 176
Art Therapy (Summer only) 167, 176
Avant-Garde and Modernist Art (1900-1950) 60, 154

B

Baroque Art 59, 154
Basic Printmaking 112
Basic Printmaking (Summer only) 112
Beyond Modern Capitalism: Rethinking the Global Socio-Economic Order 64, 86
Beyond the Bible: Peoples and Cultures in the Biblical World 53
Body Language and Communication Techniques 68, 189
Borders: Political Challenges Today 163
Brand Design 129
Branding Cities: How Urban Economies Attract Investments 156, 165
Broadcasting: Italian Culture and Television 70
Business Writing 92

C

CAD for Fashion Design I 122
CAD for Fashion Design II 124
CAD for Interior Design I 131
CAD for Interior Design II 132
Calculus for Science Majors I 183
Calculus for Science Majors II 183
Calculus for Science Majors III 183
Calculus I for Non-Science Majors 144
Capping: Communications Studies 73
Capping: Contemporary Italian Thought (in Italian only) 96
Cell Biology with Laboratory 181
Ceramics and Well-being 115
Ceramics and Well-being (Summer only) 115
Chemistry Applications for Art Conservation 115, 144
Child Psychology 87, 166, 192
China’s Development and the Global Shift 63, 84, 155, 163
Chinese Art in Modern Europe: From the 17th Century to the Present 60
Cinema of the Real: Documentary Films 103
Collection Development I 124
Collection Development II 126
Comic Art 104, 128
Communication and Leadership 70, 72, 95, 190, 198
Communications / Event Planning Internship 73
Communications Internship 72
Communications Research Methods 68
Computer 3D Animation 130, 134
Computer Rendering for Interior Design 133
Concepts and Strategies for Design 134
Conflict Resolution and Mediation Skills 69, 88
Conservation and Historic Preservation 61
Conservation of Historic Buildings 120
Construction Techniques 121
Consumer Behavior 64
Consumer Insights and Strategic Development 73
Contemporary Anthropology: Words and Action 55
Contemporary Architecture 58, 120
Contemporary Art 60
Contemporary European Literature 81, 162
Contemporary Feminist Theories 75, 160
Contemporary Issues in Bioethics 84, 163
Contemporary Italian Literature (in Italian only) 96
Contemporary Italian Politics (in Italian only) 95
Contemporary Italians and Italy 92, 193
Contemporary Italian Women Writers 76, 82
Contemporary Jewelry Design 136
Contemporary Painting: Materials and Techniques 105
Cooking in Context: Traditions of Tuscania 207
Co(ok)quinarius: Ancient Sources of Italian Cuisine 53, 55, 141
Corporate Finance 66
Corporate Social Responsibility 63
Corsetry 124
Costume Design 122
Creating the Multimedia Sports Narrative 71
Creative Processes in Visual Communication 128
Creative Writing 92, 194
Crosscultural Communication in the Workplace 64, 69
Crossroads of Faith: The Jewish, Christian, and Muslim Heritage of Rome 153, 161
Crowdfunding 65, 71
Cultural Anthropology 55
Cultural Networking in the Renaissance 77, 91
Current Trends in Italian Cuisine 140, 207, 214

d
Dante, Petrarcha, Boccaccio:
Italian Literature of the 14th Century 81
Dante’s Quest for Love—from the Divine Comedy to Contemporary Culture and Media 81, 102
Design and Craftsmanship 131
Design for Living Spaces 131
Design for Living Spaces (Summer only) 131
Design Materials 132
Design Workshop 124
Developing Leadership Skills 67
Digging Up the Past: Introduction to Archaeology 52
Digital Cultures 69
Digital Filmmaking I 101, 201
Digital Filmmaking II 101
Digital Filmmaking II (Summer only) 101
Digital Graphic Techniques Fundamentals 127
Digital Graphic Techniques Fundamentals (Summer and Intercession) 127
Digital Sketchbook 104, 126
Digital Toolbox 126
Discover Painting: Tuscania through Color and Space 202
Discover Painting: Tuscania through Color and Space (Summer only) 202
Draping 123
Drawing for Conservators 113
Drawing for the Scene / Theatrical Set Design 109
Dynamic Web Design 128

E
Economic Geography 156, 160
Economics of the European Union 65
Education Internship 74, 159
Engineering Economy 182
Environmental Ecology 160
Environmental Philosophy 82
Environmental Science with Laboratory 183
Etching 112
Etruscan Cuisine 188, 207
European Union Policies and Law 155, 164
Europe from 1815 to the Present 76
Europe since 1945 79
Event Planning 63, 69, 155, 158
Exhibit Design 134
Exhibit Design (Summer only) 135
Expanding Creativity 104, 107, 110, 115, 201, 203
Experimental Photography 111

F
Fabric Styling 122
Fashion Buying Concepts 123
Fashion Communication 124
Fashion Consumer Behavior 122
Fashion Design Internship 125
Fashion Employment Seminar 126
Fashion Entrepreneurship 126
Fashion Figure Drawing 121
Fashion Illustration II 122
Fashion Illustration I (Summer only) 121
Fashion Lab - Experimental Design 125
Fashion Marketing 122
Fashion Merchandising Internship 125
Fashion Photography 112
Fashion Styling 122
Female Characters in 20th Century Fiction 75, 81
Film Studies 102, 175, 201
Film: The Spectator's Experience 167, 175
Flamenco 107
Florence and Chianti Restoration Workshop (Summer only) 114
Florence and Southern Italy Restoration Workshop (Summer only) 113
Florence and the House of the Medici 78
Florence in the Literary Imagination 80
Florence Sketchbook - Beginning 104
Florence Sketchbook - Intermediate 104
Florence Villas and Gardens 58
Florentia: The Ancient Roots of Florence 52, 77
Food and Culture 55, 140, 151, 179
Food and Literature 80, 140
Food in Italian Culture (in Italian only) 94
Football: A Global History 90
Forensic Psychology 88
Foundation Oil Painting 103, 176, 201
Foundation Oil Painting (Summer only) 103, 176, 201
Foundations of Architectural Design 119
Foundations of Management 63
Foundations of Visual Communication 127
Foundations of Visual Communication (Summer only) 127
Fresco Painting and Restoration I 113
Fresco Painting and Restoration II 114
From Florence to the World: The Wellspring of Italian Opera 108
From Machiavelli to the Present: Modern Political Thought 83, 85, 163, 164
From Plato to Machiavelli: Classical Political Thought 83, 84, 163, 164
Fundamentals of Art and Design: Color Theory 104
Fundamentals of Food Design, Styling, and Photography 111, 140
Furniture Design 134
Furniture Design (Summer only) 134
Furniture, Wood Objects, and Gilding Conservation 113

G
Galileo's World: His Life and Contributions to Modern Science 77
Gemology 136
General Biology II with Laboratory 181
General Chemistry II with Laboratory 144, 182
General Chemistry I with Laboratory 144, 182
General Microbiology with Laboratory 181
Global Brand Management 73
Global Business and Society 64, 156

Global Fashion Merchandising 126
Global Financial Markets 67
Global IMC Campaign Development 73
Globalization and Social Change 84, 164
Global Media Strategies 72
Global Sports Marketing 71, 159
Global Strategic Marketing Management 67, 157
Government and Politics in the Contemporary Middle East 86
Graphic Center Internship: LdM Printing Center 129
Graphic Design 127
Graphic Design for Advertising 130
Graphic Design Internship 129
Graphic Design Project Development 129
Graphic Design (Summer only) 127
Greek and Roman Mythology 52, 150, 188

H
Hidden Meanings in Renaissance Art 59
High Renaissance and Mannerism 59, 153
High Renaissance and Mannerism (in Italian only) 95, 171
Historical Painting Lab I 114
Historical Painting Lab II 114
History and Theory of Landscape Architecture 119
History of Animation 101
History of Architecture 56, 152
History of Christianity 89
History of Costume 123
History of Italian Cinema 102, 175, 201
History of Italian Fashion 123
History of Prostitution 75
Human Anatomy II with Laboratory 181
Human Anatomy I with Laboratory 181
Humanitarian Affairs 165
Human Resources Management 64, 155

I
Images and Words 59
In Search of Early Christianity 168, 193
Integrated Marketing Communication 65, 70, 156, 158
Intercultural Communication 70, 158
Intercultural Competencies in the Contemporary Global Context 70, 74
Interdisciplinary Design 125, 129, 134
Interior Design I 130
Interior Design II 132
Interior Design II (Summer only) 132
Interior Design Internship 135
Interior Design I (Summer and Intersession) 130
Intermediate Ballet 109
Intermediate Ceramics 116
Intermediate Digital Photography 111, 203
Intermediate Digital Photography (Intersession) 111
Intermediate Digital Photography (Summer only) 111, 204
Intermediate Documentary 102
Intermediate Drawing 105
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Modern Dance</td>
<td>107</td>
</tr>
<tr>
<td>Intermediate Painting</td>
<td>105, 203</td>
</tr>
<tr>
<td>Intermediate Painting (Summer only)</td>
<td>105</td>
</tr>
<tr>
<td>Intermediate Screenwriting</td>
<td>103</td>
</tr>
<tr>
<td>Intermediate Sculpture</td>
<td>116</td>
</tr>
<tr>
<td>Intermediate Sculpture (Summer only)</td>
<td>116</td>
</tr>
<tr>
<td>International Art Business</td>
<td>59, 64</td>
</tr>
<tr>
<td>International Business Negotiation</td>
<td>66</td>
</tr>
<tr>
<td>International Conflict Resolution</td>
<td>86, 165</td>
</tr>
<tr>
<td>International Hospital Internship</td>
<td>183</td>
</tr>
<tr>
<td>International Law</td>
<td>86, 165</td>
</tr>
<tr>
<td>International Marketing</td>
<td>65, 156</td>
</tr>
<tr>
<td>International Politics</td>
<td>86</td>
</tr>
<tr>
<td>International Project Management and Fundraising</td>
<td>157</td>
</tr>
<tr>
<td>International Rome: a UN City</td>
<td>166</td>
</tr>
<tr>
<td>International Terrorism</td>
<td>79, 87, 161, 166</td>
</tr>
<tr>
<td>Introduction to Acting</td>
<td>107, 203</td>
</tr>
<tr>
<td>Introduction to Anthropology</td>
<td>54</td>
</tr>
<tr>
<td>Introduction to Ballet</td>
<td>107</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>62</td>
</tr>
<tr>
<td>Introduction to Classic Photography</td>
<td>109</td>
</tr>
<tr>
<td>Introduction to Classic Photography (Summer only)</td>
<td>109</td>
</tr>
<tr>
<td>Introduction to Communications</td>
<td>68, 157</td>
</tr>
<tr>
<td>Introduction to Digital Photography</td>
<td>110, 177, 203</td>
</tr>
<tr>
<td>Introduction to Digital Photography (Intersession)</td>
<td>110</td>
</tr>
<tr>
<td>Introduction to Digital Photography (Summer only)</td>
<td>110, 177, 203</td>
</tr>
<tr>
<td>Introduction to Economics</td>
<td>62</td>
</tr>
<tr>
<td>Introduction to Environmental Issues</td>
<td>74, 159</td>
</tr>
<tr>
<td>Introduction to Ethics</td>
<td>82</td>
</tr>
<tr>
<td>Introduction to Journalism</td>
<td>68, 92, 158, 169, 189, 194</td>
</tr>
<tr>
<td>Introduction to Modern Dance</td>
<td>107</td>
</tr>
<tr>
<td>Introduction to Molecular Genetics with Laboratory</td>
<td>181</td>
</tr>
<tr>
<td>Introduction to Multicultural Education</td>
<td>74, 159</td>
</tr>
<tr>
<td>Introduction to Neuroscience</td>
<td>181</td>
</tr>
<tr>
<td>Introduction to Political Science</td>
<td>84, 163</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>87, 166, 192</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>90</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td>144</td>
</tr>
<tr>
<td>Introduction to the Bible (Old Testament)</td>
<td>88, 167</td>
</tr>
<tr>
<td>Introduction to the Fashion Industry</td>
<td>121</td>
</tr>
<tr>
<td>Introduction to Western Philosophy: Ancient and Early Modern Thinkers</td>
<td>82, 162, 192</td>
</tr>
<tr>
<td>Introduction to Women's Studies</td>
<td>74</td>
</tr>
<tr>
<td>Introductory Sculpture</td>
<td>116</td>
</tr>
<tr>
<td>Introductory Sculpture (Summer only)</td>
<td>116</td>
</tr>
<tr>
<td>Italian and European Theatre</td>
<td>109</td>
</tr>
<tr>
<td>Italian Cinema and Society</td>
<td>102, 175, 201</td>
</tr>
<tr>
<td>Italian Cinema (in Italian only)</td>
<td>96, 171, 198</td>
</tr>
<tr>
<td>Italian Civilization and Culture (in Italian only)</td>
<td>96, 171</td>
</tr>
<tr>
<td>Italian Civilization (in Italian only)</td>
<td>171, 197</td>
</tr>
<tr>
<td>Italian Contemporary Art</td>
<td>154</td>
</tr>
<tr>
<td>Italian Crime Fiction</td>
<td>80</td>
</tr>
<tr>
<td>Italian Cuisine: History and Practice</td>
<td>141</td>
</tr>
<tr>
<td>Italian Culture through Music</td>
<td>109</td>
</tr>
<tr>
<td>Italian Family and Society</td>
<td>91, 168</td>
</tr>
<tr>
<td>Italian Food and Culture: Pairing Food &amp; Wine</td>
<td>140, 207</td>
</tr>
<tr>
<td>Italian Food through Culture, Environment, and Sustainability</td>
<td>160, 179</td>
</tr>
<tr>
<td>Italian for Business (in Italian only)</td>
<td>95</td>
</tr>
<tr>
<td>Italian for Conversation (in Italian only)</td>
<td>94, 171, 197</td>
</tr>
<tr>
<td>Italian for Tourism (in Italian only)</td>
<td>94</td>
</tr>
<tr>
<td>Italian Grand Tour: Italy through the Eyes of Famous Travellers</td>
<td>82, 162, 191</td>
</tr>
<tr>
<td>Italian Life and Cultures</td>
<td>193</td>
</tr>
<tr>
<td>Italian Literature and Society: 1945 to the Present</td>
<td>80</td>
</tr>
<tr>
<td>Italian Opera</td>
<td>108, 177</td>
</tr>
<tr>
<td>Italian Regional Food in Cultural Perspective</td>
<td>140, 207</td>
</tr>
<tr>
<td>Italian Renaissance Art</td>
<td>58</td>
</tr>
<tr>
<td>Italian Renaissance Art (in Italian only)</td>
<td>94</td>
</tr>
<tr>
<td>Italian Renaissance Civilization and Culture</td>
<td>79, 161, 191</td>
</tr>
<tr>
<td>Italian Society Today</td>
<td>91, 169</td>
</tr>
<tr>
<td>Italian Theatre</td>
<td>108</td>
</tr>
<tr>
<td>Italian through Children's Literature (in Italian only)</td>
<td>96</td>
</tr>
<tr>
<td>Italian through Cooking (in Italian only)</td>
<td>94, 197</td>
</tr>
<tr>
<td>Italian through Mediterranean Cooking (in Italian only)</td>
<td>197</td>
</tr>
<tr>
<td>Italian through Service Learning (in Italian only)</td>
<td>95, 197</td>
</tr>
<tr>
<td>Italian through Theatre (in Italian only)</td>
<td>197</td>
</tr>
<tr>
<td>Italian Women's Literature (in Italian only)</td>
<td>96</td>
</tr>
<tr>
<td>Italy and the European Union</td>
<td>85</td>
</tr>
<tr>
<td>Italy in the American Imagination</td>
<td>78</td>
</tr>
<tr>
<td>Italy's Contribution to Modern Science</td>
<td>78</td>
</tr>
<tr>
<td>Italy Today: Italians and Italy through the Media (in Italian only)</td>
<td>94</td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>Jewelry Design I</td>
<td>135</td>
</tr>
<tr>
<td>Jewelry Design II</td>
<td>136</td>
</tr>
<tr>
<td>Jewelry Making I</td>
<td>135</td>
</tr>
<tr>
<td>Jewelry Making II</td>
<td>136</td>
</tr>
<tr>
<td>Jewelry Making III</td>
<td>136</td>
</tr>
<tr>
<td>Jewelry Making II (Summer only)</td>
<td>136</td>
</tr>
<tr>
<td>Jewelry Making I (Summer only)</td>
<td>136</td>
</tr>
<tr>
<td>Jewelry Making IV</td>
<td>137</td>
</tr>
<tr>
<td>Jewish Life in Italy from the Renaissance to the Present</td>
<td>89</td>
</tr>
<tr>
<td>Journalism Internship</td>
<td>72</td>
</tr>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>Knitwear I</td>
<td>123</td>
</tr>
<tr>
<td>Knitwear II</td>
<td>124</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>Landscape and Architecture Photography</td>
<td>111</td>
</tr>
<tr>
<td>Landscape and Architecture Photography (Summer only)</td>
<td>204</td>
</tr>
<tr>
<td>Latin and Us: Uncovering the Hidden Meaning of English Words</td>
<td>52</td>
</tr>
<tr>
<td>Leonardo: The Renaissance Genius at Work</td>
<td>59</td>
</tr>
<tr>
<td>Lifestyle in Renaissance Florence</td>
<td>58, 78</td>
</tr>
<tr>
<td>Lighting Design</td>
<td>133</td>
</tr>
<tr>
<td>Lighting Design (Summer only)</td>
<td>133</td>
</tr>
<tr>
<td>Literature and Journalism</td>
<td>69, 80, 158, 162</td>
</tr>
<tr>
<td>Logical, Critical, and Creative: The Power of Reason</td>
<td>82</td>
</tr>
<tr>
<td>Course Title</td>
<td>Pages</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Lost Symbolism: Secret Codes in Western Art</td>
<td>57, 152</td>
</tr>
<tr>
<td>Love and Natural Selection: Science and Myth</td>
<td>75, 87</td>
</tr>
<tr>
<td>Luxury Brand Management</td>
<td>66, 124</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td></td>
</tr>
<tr>
<td>Made in Italy: A Culture of Excellence</td>
<td>64, 91, 155, 168, 213</td>
</tr>
<tr>
<td>Magical Mystery Tour: Pilgrimage to Rome and Latium in the Middle Ages</td>
<td>191</td>
</tr>
<tr>
<td>Magic, Divination, and Ghosts in the Ancient World</td>
<td>168</td>
</tr>
<tr>
<td>Magna Graecia: Ancient Greeks in Italy</td>
<td>54, 79</td>
</tr>
<tr>
<td>Major Project in Fine Arts</td>
<td>106</td>
</tr>
<tr>
<td>Many Italies, Other Italies: Modern Literary Representations</td>
<td>80</td>
</tr>
<tr>
<td>Marble and Stone Sculpture</td>
<td>116</td>
</tr>
<tr>
<td>Marketing/Advertising Internship</td>
<td>66, 189</td>
</tr>
<tr>
<td>Marketing/Event Planning Internship</td>
<td>66</td>
</tr>
<tr>
<td>Marketing Internship: LdM Marketing Office</td>
<td>66</td>
</tr>
<tr>
<td>Mass Communication</td>
<td>68, 157</td>
</tr>
<tr>
<td>Masterpieces of Italian Literature</td>
<td>81, 191</td>
</tr>
<tr>
<td>Masterpieces of Western Music</td>
<td>107</td>
</tr>
<tr>
<td>Masters of Italian Cinema</td>
<td>102, 175</td>
</tr>
<tr>
<td>Master's Practicum</td>
<td>62</td>
</tr>
<tr>
<td>Master's Thesis</td>
<td>62</td>
</tr>
<tr>
<td>Media Ethics</td>
<td>69, 158</td>
</tr>
<tr>
<td>Medieval Art</td>
<td>58</td>
</tr>
<tr>
<td>Medieval Civilization and Culture</td>
<td>76, 190</td>
</tr>
<tr>
<td>Mediterranean Cuisine</td>
<td>207</td>
</tr>
<tr>
<td>Mercandise Planning and Control</td>
<td>125</td>
</tr>
<tr>
<td>Metals in Jewelry Making</td>
<td>135</td>
</tr>
<tr>
<td>Mind, Brain, and Behavior</td>
<td>167</td>
</tr>
<tr>
<td>Mobile Documentary: Capturing Italy</td>
<td>175</td>
</tr>
<tr>
<td>Modern Technology in Jewelry</td>
<td>137</td>
</tr>
<tr>
<td>Monotheisms: Judaism, Christianity, and Islam</td>
<td>89</td>
</tr>
<tr>
<td>Motion Graphic Techniques</td>
<td>129</td>
</tr>
<tr>
<td>Multifunctionality of the Agricultural Sector</td>
<td>211</td>
</tr>
<tr>
<td>Museum and Gallery Internship</td>
<td>60, 154</td>
</tr>
<tr>
<td>Museum Development, Management, and Leadership</td>
<td>61</td>
</tr>
<tr>
<td>Museum Education</td>
<td>61</td>
</tr>
<tr>
<td>Museums and the Public II: Objects and Audience</td>
<td>61</td>
</tr>
<tr>
<td>Museums and the Public I: People and Ideas</td>
<td>60</td>
</tr>
<tr>
<td>Museums: Ethics and the Law</td>
<td>61</td>
</tr>
<tr>
<td>Museum Spaces and Technologies</td>
<td>61</td>
</tr>
<tr>
<td>Museums: Past, Present and Future</td>
<td>61</td>
</tr>
<tr>
<td>Museum Studies Internship</td>
<td>62</td>
</tr>
<tr>
<td>Music and Film</td>
<td>101, 108</td>
</tr>
<tr>
<td>Muslims, Jews and Witches: Outsiders in Medieval and Renaissance Europe</td>
<td>79</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td></td>
</tr>
<tr>
<td>Nature Sketchbook</td>
<td>202</td>
</tr>
<tr>
<td>Nectar of the Gods: Wine in Ancient Italy</td>
<td>53</td>
</tr>
<tr>
<td>New Genres: Intermedia Arts Exploration</td>
<td>105</td>
</tr>
<tr>
<td>New Media: Communication in the Digital Age</td>
<td>68, 157</td>
</tr>
<tr>
<td>Nutrition Studies</td>
<td>141, 179, 208</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td></td>
</tr>
<tr>
<td>Operations Management</td>
<td>67, 157</td>
</tr>
<tr>
<td>Organic Agriculture</td>
<td>211</td>
</tr>
<tr>
<td>Organic Chemistry II with Laboratory</td>
<td>144, 182</td>
</tr>
<tr>
<td>Organic Chemistry I with Laboratory</td>
<td>144, 182</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>65</td>
</tr>
<tr>
<td>Organizational Psychology: Understanding Workplace Dynamics</td>
<td>88, 192</td>
</tr>
<tr>
<td>Organized Crime: Sociology and History of the Italian Mafia</td>
<td>90</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td></td>
</tr>
<tr>
<td>Painting and Polychrome Wooden Sculpture Conservation I</td>
<td>113</td>
</tr>
<tr>
<td>Painting and Polychrome Wooden Sculpture Conservation II</td>
<td>114</td>
</tr>
<tr>
<td>Palaces of Florence</td>
<td>57</td>
</tr>
<tr>
<td>Palaces of Rome</td>
<td>152</td>
</tr>
<tr>
<td>Participation, Empowerment, and Social Change</td>
<td>85</td>
</tr>
<tr>
<td>Pastel Techniques</td>
<td>104, 176</td>
</tr>
<tr>
<td>Patternmaking</td>
<td>121</td>
</tr>
<tr>
<td>Peace Education</td>
<td>73</td>
</tr>
<tr>
<td>Perception of Form and Space</td>
<td>119, 131</td>
</tr>
<tr>
<td>Perspective Drawing and Rendering</td>
<td>130</td>
</tr>
<tr>
<td>Perspective Drawing and Rendering (Summer only)</td>
<td>131</td>
</tr>
<tr>
<td>Photography Portfolio</td>
<td>112</td>
</tr>
<tr>
<td>Physical and Forensic Anthropology</td>
<td>55</td>
</tr>
<tr>
<td>Plein Air Landscape Painting</td>
<td>105</td>
</tr>
<tr>
<td>Popes, Cardinals, and Courts in Renaissance and Baroque Art</td>
<td>152</td>
</tr>
<tr>
<td>Portfolio Development</td>
<td>126</td>
</tr>
<tr>
<td>Portfolio Development in Jewelry</td>
<td>137</td>
</tr>
<tr>
<td>Principles of Apparel Design</td>
<td>121</td>
</tr>
<tr>
<td>Principles of Biochemistry</td>
<td>181</td>
</tr>
<tr>
<td>Principles of Biochemistry (Summer only)</td>
<td>182</td>
</tr>
<tr>
<td>Principles of Drawing and Composition (Summer Only)</td>
<td>103, 176, 201</td>
</tr>
<tr>
<td>Principles of Environmental Science (Summer Only)</td>
<td>182</td>
</tr>
<tr>
<td>Principles of Fashion Photography</td>
<td>110</td>
</tr>
<tr>
<td>Principles of Fashion Photography (Summer only)</td>
<td>110</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>63, 154</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>62, 154</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>63, 154</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>62</td>
</tr>
<tr>
<td>Product Design I</td>
<td>130</td>
</tr>
<tr>
<td>Product Design II</td>
<td>132</td>
</tr>
<tr>
<td>Product Design II (Summer only)</td>
<td>132</td>
</tr>
<tr>
<td>Product Development</td>
<td>124</td>
</tr>
<tr>
<td>Psychology of Art and Human Creativity</td>
<td>88</td>
</tr>
<tr>
<td>Psychology of Crime</td>
<td>88, 167</td>
</tr>
<tr>
<td>Psychology of Eating</td>
<td>88</td>
</tr>
<tr>
<td>Public Relations</td>
<td>70, 158</td>
</tr>
<tr>
<td>Public Relations Internship</td>
<td>72</td>
</tr>
<tr>
<td>Public Space Design</td>
<td>119</td>
</tr>
<tr>
<td>Public Space Design (Summer only)</td>
<td>120</td>
</tr>
<tr>
<td>Public Speaking and Presentation Skills</td>
<td>68, 157</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td></td>
</tr>
<tr>
<td>Reading and Writing for Academic Purposes (in Italian only)</td>
<td>94</td>
</tr>
</tbody>
</table>
Regions of Italy 90
Religion and Culture in Italy 168, 193
Renaissance Architecture 58
Renaissance Art at the Italian Courts 57
Renaissance Historical Dance 108
Rendering Essentials 128
Research and Field Methods II: The Thesis/Practicum Proposal 62
Research and Field Methods I: Methodologies and Resources 61
Responsible and Justice Towards Future Generations 83, 85
Retail Design 133
Retail Design (Summer only) 133
Retail Management 123
Rome in the Literary Imagination 162
Romeo and Juliet—A Love story across the Arts 80, 108
Rome Sketchbook - Beginning 176
Rome Sketchbook - Intermediate 176
Rome: Villas and Gardens 153

S
Sacred and Secular Symbols in Italian Cuisine 55, 141
Science for Conservators II 114, 144
Screenwriting 101, 175
Seriality: TV and Beyond 103
Shakespeare’s Italy 81, 162
Sketchbook Workshop (Summer only) 104
Social Media Marketing 65, 71, 156, 159
Social Media Marketing Internship 67, 73
Social Psychology 87, 166, 192
Sociology of Consumerism 64, 91, 156, 169
Special Topics in Restoration 115
Sports, Culture, and Communication 69
Sports in Global Cinema and Television 71
Statistics for Science Majors 183
Stone Setting I 136
Stone Setting II 137
Studio Art Professional Portfolio 106
Survey of Western Literature 80, 161, 191
Sustainability: Science, Political Economy and Business 63, 84
Sustainable Architecture 120
Sustainable Design 133
Sustainable Food 74, 141, 190, 208
Sustainable Forest Management 190, 211
Sustainable Italy: Environmental Awareness and Ecotourism 190, 213

T
Technical Drawing 130
Textile Science 121
The 1960s: A Global Counter Cultural Movement 78
The Age of Barbarians: The “Fall” of the Roman Empire and the Birth of Medieval Europe 53, 77, 150, 161
The Age of Heroes: The Iliad, the Odyssey, the Aeneid, and the Origins of Western Literature 54, 81, 151, 162, 188, 191
The Animated Short Film 101
The Artist in the Studio 137
Theatre History: The Contribution of Florence 108
The Built Environment of Florence 56, 119
The Catholic Church and Society in Italy 89
The Etruscan and Roman Civilizations 188
The European Union 85, 164
The Genius of Michelangelo 57, 153
The Global Economy 155, 165
The History of Jews and their Symbolism 135
The History of World Cinema: Origins to the Present 101
The Holocaust: Jewish and Christian Responses 77, 89
The Italian-American Experience 91
The Making of an Exhibition 106
The Making of Modern Europe from Antiquity to the French Revolution 76, 160
The Mediterranean Diet 142
The Mediterranean: History, Peoples, and Integration 151, 165
The “Mysterious” People of Ancient Italy: In Search of the Etruscans 52, 188
The Olympic Brand 159
Theory of Conservation 114
The Quarters of Florence: History and Culture 77
The Renaissance Theory of Love 78, 83
Thermodynamics I 182
The Role of Magic in Renaissance Thought 79, 84
The Roman Civilization through Its Monuments 150, 160
The Science of Food, Health, and Well-Being 142
The Second World War 79
The Social World of Renaissance Italy 77
The Venice Film Festival 103
The World of Museums: Museology 57
Topics in Mathematics for Liberal Arts 144
Topics in Nutrition: Italian Style Cooking 142
Transcultural Aesthetics, Ethnography, and Cultural Bias 61
Translation Techniques (in Italian only) 95
Travel Writing 92, 169, 194
Trend Forecasting 125, 133, 136
Tuscania Oil Painting Workshop 202
Tuscania Sketchbook - Beginning 202
Tuscania Sketchbook - Intermediate 202
Tuscania and its Environment 74

U
Underground Rome: The Christian Catacombs 150
Understanding Islam 89
Understanding Movies: Theory and Practice 101

V
Vegetarian Culture 141
Video Games and Cinema 103
Visual Culture in Italy Since 1945 (Art, Design, Media) 57, 69
Visual Merchandising 122
Voices of An Artist: Voyaging through Franco Zeffirelli’s World 102, 109

W
War and Media 70, 86, 158, 165
War in the Greek and Roman Worlds 53
Watercolor and Tempera/Gouache 105, 176, 202
Wax Carving and Casting Techniques I 135
Wax Carving and Casting Techniques II 137
Web Animation 129
Web Design 127
Web Marketing 128
Web Marketing Internship 67
Web Portfolio Presentation 133
Wedding Planning 66, 71
Western Civilization 76, 160, 190
Western Philosophy: Methods and Inquiries 82, 162, 192
Wine and Culture I: Wines of Italy 179, 207
Wine Business 63, 141, 155, 179, 189, 207, 214
Women and Equality: Policy Matters 85
Women, History, and Culture 75
Women in Religion 75, 90
Women of the Medici Family 75, 78
Workshop in Creative Advertising 128
Workshop in Graphic Design 128
World Art 57
World Religions 89, 167, 193
Writing about the Self 92, 169
Writing for College 92

Y
Yoga: Breathing, Meditation, Spirituality 89, 193

Artwork Credits:

Petia Stoykova 39
Diana Tobón Quiroz 39
Mariah Parkin 42
Elizabeth Regan Miller 42
Students’ Artworks, Art is in the Square, 2017 100
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