



# **John Cabot University**

## **Course Catalog 2025-2026**

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## **ARCHEOLOGY**

### **ARCH 201 Archaeological Theory & Methods**

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

### **ARCH 202 Archaeological Excavation and Methodology**

**(Taught off-campus)** The course is an on-site, practical introduction to the methods and techniques of archaeological excavation and interpretation. On-site training and seminars led by specialists provide students with a well-rounded overview of the methods of stratigraphic excavation and recording, of artifact and environmental studies, and of archaeological research and interpretation. The course is generally taught off-campus as part of JCU summer Archaeology Field School.

### **ARCH 203 Material Culture Studies and Archaeology**

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

### **ARCH 204 Technology of The Ancient World: Aqueducts, Armor, Automata**

**(Partially on-site; Activity fee: €25 or \$33)** The course is an upper-level survey of technology in the ancient world, with particular emphasis on Greece and Rome. The course provides an in-depth familiarity and appreciation of the multifaceted nature of ancient technology through which students will gain a firm understanding of the links between technological innovation (history of engineering) and the development of human civilization (social history). It examines the architecture, waterworks, war machinery, and entertainment industry that framed and generated technological innovations, as well as production techniques related to the working of metal, wood and ceramics. The course will draw on both archaeological and text-based sources, and students will gain an awareness of field-specific methods and research theories: historical, philological and archaeological.

### **ARCH 210 Bioarcheology: Human Remains**

The course is an introduction to Bioarchaeology, the research on ancient human remains. The emphasis of the course is on the study of Osteoarchaeology and of Paleopathology, fields that are contributing in significant ways to current Archaeology. This will afford a

composite engagement with the fields and their application in archaeological population and migrations studies, in dietary and environmental investigations, and in disease and trauma research. This is complemented by consideration of the archaeological context of the deposition of human remains. The course further addresses the methods and technologies of the fields, and considers high-impact case-studies in their application of Archaeology.

### **ARCL 101 The Archaeology of the Ancient Mediterranean World**

**(Partially on-site; activity fee: €25 or \$33)** The course is an introduction to current archaeological research methods, as well as to the history of Classical Archaeology as a field, providing a critical engagement with the material remains of key excavated sites related to the archaeology of the ancient Mediterranean and Near East between c. 3000 BC and AD 500. This includes a focus on the contextualization of these remains in current scholarship, in particular, on how archaeological approaches are expanding the field of investigation. The course includes visits to archaeological sites and museums in Rome for direct investigation of material remains.

### **ARNS 310 Environmental Archaeology and Paleoclimatology**

The course is an introduction to Environmental Archaeology and Paleoclimatology, the studies of the interactions between humans and environment. Human history (like settlement-patterns, migration, and economies) depended on environmental factors, and, in turn, humans had an impact on the landscapes they were living in. The course will examine the composite archaeological approaches to this: The studies of Earth, Fauna, and Flora collectively known as Environmental Archaeology, as well as Palaeoclimatological analyses of long-term patterns and variations in temperature and humidity; all factors that strongly conditioned the environment. The course is a critical engagement with the primary data, as well as with the scientific and archaeological approaches and the research of the fields.

## **ART HISTORY**

### **AH 141 Introduction to the Visual Cultures of the Ancient World**

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

### **AH 142 Introduction to the Visual Cultures of the Medieval World**

This survey course focuses on the art and architecture of Western Europe, the Mediterranean, and Western Asia from c. 300 to c. 1400. The course investigates the arts of the Latin West, the Byzantine Empire, the Islamic areas of western Asia, North Africa, and Europe, with brief considerations also of the arts of the wider world. Special attention will be given to the intersection of symbolic codes, traditions, and material cultures. The aim is for a firm contextual understanding of the works examined, and of the cultural, political, and historical aspects that shaped them. The course will also assist students in cultivating basic art-historical skills.

### **AH 143 Introduction to the Visual Cultures of the Early Modern World**

This survey course focuses on the art and architecture of Europe, South and Southeast Asia, China, Japan, West Africa, and the Americas from the 1400s to c. 1750. The course investigates a range of media including painting, woodcuts, sculpture, and architecture, while considering materials and methods of production. Special attention will be given to the socio-economic and political contexts in which these artifacts were commissioned and produced. The course will also assist students in cultivating basic art-historical skills.

### **AH 144 Introduction to the Visual Cultures of the Modern and Contemporary World**

This survey course starts with the art of Europe in the late 1700s and examines the progressive globalization of art to the present day. The course investigates a variety of media, and, fundamentally, the radical changes in definitions of art's functions, criteria and institutions in the 20th and 21st centuries. Special attention will be given to the alternate accounts of Modernity and Post-Modernism, and to the broader socio-political and cultural contexts of artistic production. The course will also assist students in cultivating basic art-historical skills.

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

The course addresses the skills, methods and issues essential to building the future Art Historian's tool kit. To this end, it develops simultaneously on three levels: immersing students in progressively complex assignments and exams; getting students to practice art history as an issue-based analysis of objects; providing students with the historical

and methodological frameworks specific to the field. The course lays the foundation for looking at, understanding and working in the visual arts. The material corpus that the course draws on is primarily the Ancient Mediterranean and Near East, across a period roughly between 2500 BC-AD 300.

### **AH 152 Foundations in Medieval Art**

The course addresses the skills, methods and issues essential to building the future Art Historian's tool kit. To this end, it develops simultaneously on three levels: immersing students in progressively complex assignments and exams; getting students to practice art history as an issue-based analysis of objects; providing students with the historical and methodological frameworks specific to the field. The course lays the foundation for looking at, understanding and working in the visual arts. The material corpus that the course draws on is primarily the Medieval Mediterranean and Western Asia, across a period roughly between AD 400-1400.

### **AH 153 Foundations in early Modern Art**

The course addresses the skills, methods and issues essential to building the future Art Historian's tool kit. To this end, it develops simultaneously on three levels: immersing students in progressively complex assignments and exams; getting students to practice art history as an issue-based analysis of objects; providing students with the historical and methodological frameworks specific to the field. The course lays the foundation for looking at, understanding and working in the visual arts. The material corpus that the course draws on is primarily Early Modern Europe and the Americas, across a period roughly between AD 1400-1750.

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

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

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

**(On-site; activity fee: €25 or \$33)** This on-site survey investigates the history of Rome primarily through its monuments—its architecture and urban form. This course will provide the student with a clear grasp of how the city of Rome has changed over the course of two thousand years from a modest Iron Age settlement on the Palatine Hill to a thriving modern metropolis of the twentieth century. The student will become intimately acquainted with the topography, urban makeup and history of the city and its monuments and will acquire the theoretical tools needed to examine, evaluate and critically assess city form, design and architecture.

### **AH 190 Cities, Towns & Villas: Rome, Ostia, Pompeii**

**(On-site; mandatory trip; activity fee: €40 or \$52) STUDENTS SHOULD NOT REGISTER FOR BOTH AH 190 and AH 290 .** Rome, Ostia and Pompeii are three of the best-preserved archaeological sites in the world. Through their study, we are able to comprehend the physical and social nature of Roman cities and how they transformed over the course of centuries. We explore the subjects of urban development, public and private buildings, economic and social history, and art incorporated into urban features (houses, triumphal monuments, etc.). In Rome, we focus primarily upon public buildings commissioned by Senators and Emperors: temples, law courts, theaters, triumphal monuments, baths. In Ostia, the port-city of Rome, we are able to experience many aspects of daily life: commerce, housing, religion, entertainment. Pompeii represents a well-to-do Republican and early Imperial period city that was influenced by the Greeks and Romans and preserves some of the most magnificent frescoes in the world.

### **AH 196 Introduction to Italian Renaissance Art**

**(Mandatory trip to Florence; Activity fee: €25 or \$33)** The course is a survey of art and architecture in Italy from the 14th to the early 16th century. It explores the contributions of Florence, Rome, Siena and Venice as artistic centers, and addresses trends of the Italian Renaissance as well the contributions by principal patrons and artists from Giotto to Michelangelo. Lectures are complemented by a mandatory one-day field trip to Florence (travel-costs for which are not included in the fee). The course will assist in cultivating basic art-historical skills and in building of a contextual visual vocabulary of the period.

### **AH 220 Ancient Greek Art and Archaeology**

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

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

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

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

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

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

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

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

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

### **AH 240 Art Historical Thinking**

**(Prerequisite: One previous course in Art History)** The course engages with art history as an academic discipline, and with the methods and approaches that inform it. It does so by addressing both historical and contemporary concerns. The first half of the

course examines the development of the field historiographically over five centuries: How has the field been formed? Hindered? Transformed? The second half of the course is dedicated to involving students in the current debates and to practicing the methodologies that characterize this thriving field.

### **AH 243 Keeping the Dead Alive: Roman Funerary Art and Architecture in Context**

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

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

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

### **AH 260 Byzantine Art**

**(Partially on-site; mandatory trip to Ravenna; activity fee: €25 or \$33)** This course investigates the art and architecture of the Byzantine (Eastern Roman) Empire from the time of Constantinople's foundation as the "New Rome" in 330 until its fall to the Ottomans in 1453. The course introduces key works in a variety of media, from monumental mosaics and frescoes to portable icons, illuminated manuscripts, metal- and enamelwork, and textiles. Special emphasis is placed on cross-cultural interactions across the medieval Mediterranean from western Europe to the Islamic world. A trip to Ravenna

is an essential part of the course. Satisfies “the Medieval World” core course requirement for Art History majors.

### **AH 265 Islamic Art and Architecture**

This course investigates the history of art and architecture produced under Muslim caliphates, dynasties, and societies between the 7th and 17th centuries. It presents a cross-regional survey of key works that date from the emergence of Islam through the Ottoman, Safavid, and Mughal Empires. Focusing on a variety of media—from monumental architecture to metal- and glasswork, ceramics, manuscripts, and textiles—lectures familiarize students with the wide ranging historical, social, and cultural contexts for the visual cultures of the Islamic world. Special attention is given to historiographical issues as well as current art historical methodologies and debates within the field of inquiry. *Satisfies “the Medieval World” core course requirement for Art History majors*

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

Specialized courses offered periodically on specific aspects of the art of the medieval world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics. Satisfies “the Medieval World” core course requirement for Art History majors.

### **AH 269 Medieval Venice**

Venice’s geographic location at a crossroads—between “East” and “West,” between mainland Italy and the sea—shaped a unique character for the art and culture of this city, the wider Lagoon, and the colonies of the Venetian Republic. This course concentrates on the art and architecture of medieval Venice, from the ninth to the sixteenth century. The course examines the Venetian Republic in terms of cultural interchanges with Byzantium, the Islamic world, and western Europe, and considers the construction and development of its civic identity through visual means as well as the approaches that shaped this.

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

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

(such as Biennials and Triennials) and their perceived social functions. *Satisfies "the Modern and Contemporary World" core course requirement for Art History majors*

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

Specialized courses offered periodically on specific aspects of the art of the early modern world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics. Satisfies "the Early Modern World" core course requirement for Art History majors.

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

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

### **AH 275 Curating: History, Theories and Practices**

**(One previous course in Art History)** The course examines the history, theories and practices of curating; central to this inquiry is the figure of the professional curator. The course addresses the development of curation and the professionalization of the curator in the modern era and examines the diversity of practices that characterize these in contemporary global contexts. It explores different curatorial methodologies, from earlier approaches focused on connoisseurship to today's experimental practices that challenge institutional norms and engage anew with social, political, and technological concerns. Through critical engagement with the authorship of exhibition design, the course will highlight how curatorial decisions shape audience understanding and experiences, craft the stories that artworks tell, and engage with contemporary discourses. Satisfies "the Early Modern World" core course requirement for Art History majors.

### **AH 278 Twentieth-century Art**

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

the critical discourses with which the aesthetics were defined, giving students the chance to develop an understanding of key Twentieth-century styles but also to learn how these styles communicated historically. Satisfies “the Modern and Contemporary World” core course requirement for Art History majors.

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

The course explores the transformative period in Netherlandish and German art from the late fourteenth to the mid sixteenth century, an era that saw the invention of the printing press, the rise of the Protestant Reformation, and the emergence of secular imagery. Focusing on the interplay between visual, social, and spiritual developments, this course examines topics such as naturalism and visual piety, the commodification of images, Reformation rhetoric, and the exchange between Northern and Italian art. In addition to examining painting, the course explores the pivotal roles printmaking and sculpture played in negotiating the meaning of image-production. It discusses the work of artists like Van Eyck, Bosch, Dürer, and Bruegel, situating them within an encompassing narrative that maps the changeful landscape of Northern Renaissance art. *Satisfies “the Early Modern World” core course requirement for Art History majors*

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

Specialized courses offered periodically on specific aspects of the art of the modern and contemporary world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics. Satisfies “the Modern and Contemporary World” core course requirement for Art History majors.

### **AH 285 Art from the 1990s to Today**

The course focuses on significant contemporary art practices that have developed internationally since the 1990s. It will investigate a variety of current issues and positions in relation to social and historical perspectives, to address how these are negotiated in artistic practice, artworks, and the participation of the viewer. These artistic trends will further be situated within the context of cultural criticism, social movements, and political debates, demonstrating how art can critique or give agency to compelling issues of its time. The course is an exploration of contemporary art practices, and how artists and exhibitions contemplate, interrogate, and negotiate the modern world. Satisfies “Modern and Contemporary World” core course requirement for Art History majors.

### **AH 290 Ancient Rome and Its Monuments**

**(On-site; activity fee: €40 or \$52)** STUDENTS SHOULD NOT REGISTER FOR BOTH AH 190 and AH 290. Rome City Series - This on-site course considers the art and architecture of ancient Rome through visits to museums and archaeological sites. The course covers the visual culture and architecture of Rome beginning with the Iron Age and ending with the time of Constantine. A broad variety of 100 issues are raised, including patronage, style and iconography, artistic and architectural techniques, Roman religion, business and entertainment. Satisfies “the Ancient World” core course requirement for Art History majors.

### **AH 291 Medieval Rome and Its Monuments**

Rome City Series - An upper-level survey of Roman urbanism, as well as developments in figural media and architecture, from the 4th to the 14th century. While the course will naturally emphasize the abundant religious art remaining in the city, it will also examine such secular achievements as towers, housing, defenses, and roads. Satisfies "the Medieval World" core course requirement for Art History majors.

### **AH 293 Modern Rome and Its Monuments**

**(On-site)** Rome City Series - This on-site course focuses on the vast transformations in the architecture and urban development of Rome 1870-1945, when the status of the city changed from papal capital to capital of Italy as a nation-state. The course offers a view of the city that includes both grand public buildings – like the huge Monument to Vittorio Emanuele II at Piazza Venezia, and the Fascist-era buildings of the EUR district – and investigation of particular urban characteristics. It will consider aspects like Rome's experiments in social housing, the development of elite residential districts, the revelation of ancient monuments along wide new avenues of the Fascist era, as well as contemporary architectural additions to the city's monuments. Satisfies "the Modern and Contemporary World" core course requirement for Art History majors.

### **AH 294 Renaissance Rome and Its Monuments**

**(On-site; activity fee: €25 or \$33)** Rome City Series - This on-site course will study the monuments of Renaissance Rome: painting, sculpture and architecture produced by such masters as Bramante, Raphael, and Michelangelo, all attracted to the lucrative service of popes, cardinals and nobles of the Roman court. On-site classes will investigate examples of palace and villa architecture, chapel decoration that encompasses altarpieces and funerary sculpture, as well as urbanistic projects where the city itself was considered as a work of art. In-class lectures will introduce historical context and theory allowing the student to understand artworks studied conceptually and place commissions of painting and sculpture within a socio-historic framework. Satisfies "the Early Modern World" core course requirement for Art History majors.

### **AH 295 Early Italian Renaissance Art**

**(Partially on-site; mandatory 3-day trip to Florence)** The first half of a two-part study of art and architecture in central Italy (Rome, Florence, and Siena) covering the period from the 14th to the mid-15th century. While attention is given to the ambience from which Giotto developed in the Trecento, and to the International Gothic style at the turn of the Quattrocento, major consideration is given to the momentous changes brought about in the first half of the Quattrocento by Brunelleschi, Alberti, Donatello, Ghiberti, Masaccio, and others. Numerous on-site visits in Rome and a trip to Florence are an essential part of the course. Mandatory field trip may require fees. Satisfies "the Early Modern World" core course requirement for Art History majors.

### **AH 296 Italian High Renaissance Art**

**(Partially on-site; mandatory 3-day trip to Florence)** The course explores the transformative period of the High Renaissance in Italy, between the later 15th- and 16th

centuries, and the art and architecture that defined, articulated, and promoted this. The focus of the course is an investigation of the composite artistic, political and social frameworks through which new directions were forged and questions were raised. It will investigate artistic patronage and collecting strategies and consider aspects such as the use of art as politics and civic ideals, and it will ask questions on the role of individual artists and of the developing workshops in this period. The course includes mandatory on-site visits, which may require a fee. Satisfies “the Early Modern World” core course requirement for Art History majors.

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

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

### **AH 298 Baroque Rome and Its Monuments**

**(On-site; activity fee: €25 or \$33)** Rome City Series - Rome is the city where the baroque style originated and flourished, and this on-site course focuses on some of the most significant works of art, architecture, and urban planning of the 17th-18th centuries. The course will discuss the works of artists and architects like Caravaggio, Artemisia Gentileschi, Gian Lorenzo Bernini, Francesco Borromini, and Pietro da Cortona. From Villa Borghese to the Trevi Fountain the artworks and urban spaces will provide an opportunity to discuss aspects like Baroque illusionism, artistic techniques, influential art theories, and the religious and political contexts of art production and collection in this dynamic and vibrant period. Satisfies “the Early Modern World” core course requirement for Art History majors.

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

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

### **AH 340 Theories and Methods of Art History**

**(Prerequisite: One previous course in Art History or permission of the instructor)** It is not possible to look at art in an entirely direct, “pure,” way: our understanding is always mediated by a conceptual structure, hence the necessity to be conscious of the methods and theories employed when studying art. This course is an introduction to various historical approaches to the description, analysis, interpretation and evaluation of art from Plato to the present. The biographical approach (Pliny, Vasari) leads to the beginnings of the history of art *per se* (Winckelmann, Buckhardt, etc.), and the analysis of form (Wölfflin, Riegl, etc.) and style. Panofsky’s iconographic method is fundamental. This

course is not limited to writings that are explicitly part of the literature of art history, but proposes a broad outlook on the history of ideas, theories and evaluations of the visual arts by poets, thinkers, philosophers and art historians.

### **AH 354 Ancient Roman Portraiture**

**(Prerequisite: One previous course in Art History or Classical Studies or permission of the instructor)** Portraiture in Greece and Rome was a vital currency of social interaction and public engagement - across gender, class, location and context. As new archaeological data and research methodologies are transforming our understanding of its form and impact, the field is one of the most vibrant of ancient art. The course will discuss all aspects of what made a portrait: facial characteristics, hairstyles, body types, and clothing, as well as the inscribed base and placement. It will do so with a keen awareness of the developments and experimentations of the medium over time. The course will investigate themes like the uses of male and female portraits in public, the use of type- associations and role models, and the choices of statue types and status indicators. It will ask questions about who commissioned works, about workshop practices and distribution, and about the visual impact of techniques and form for the viewer, as well as why some portraits were destroyed or reworked. Satisfies "the Ancient World" core course requirement for Art History majors.

### **AH 363 Barbarians, Monks and Kings: Early Medieval Art and Architecture**

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

### **AH 364 Pagans, Jews and Christians in Late Antiquity**

**(Prerequisite: One previous course in Art History, Classical Studies, or permission of the instructor. Partially on-site; mandatory trip; activity fee: €40 or \$52)** In the 3rd- and 4th-century Rome continued to be a stronghold of traditional paganism, but it was also a hub of "exotic" pagan cults imported from the East, home to one of the largest Jewish communities in the Diaspora and to one of the fastest-growing Christian communities in the Empire. This diversity was matched by an increase in religious feeling that affected Roman society as a whole. Much of the art produced in Rome at this time may be understood in the context of this new religious ferment. It is a highly creative art, in which tradition, innovation, syntheses, and even contradiction often coexist and give

expression to the complex and constantly evolving religious, cultural and social framework of the times. The goal of the course is to allow students to become familiar with the iconography and meaning of the art of Late Antique Rome in the context of this new age of spirituality. In-class lectures will be complemented by site and museum visits to take advantage of the many monuments and artworks still extant in Rome and its environs. Satisfies “the Medieval World” core course requirement for Art History majors.

### **AH 367 Special Topics in Medieval Art**

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

Specialized courses offered periodically on specific aspects of the art of the medieval world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics. Satisfies “the Medieval World” core course requirement for Art History majors.

### **AH 372 Special Topics in Early Modern Art**

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

Specialized courses offered periodically on specific aspects of the art of the early modern world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics. Satisfies “the Early Modern World” core course requirement for Art History majors.

### **AH 373 Caravaggio**

**(Prerequisite: One previous course in Art History or permission of the instructor.**

**Partially on-site; mandatory overnight trip to Naples; activity fee: €25 or \$33)**

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

### **AH 376 Michelangelo**

**(Prerequisite: One previous course in Art History or permission of the instructor).**

**Partially on-site; mandatory overnight trip to Florence; activity fee: €25 or \$33)**

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

development and influence. The mandatory trip may require a fee. Satisfies "the Early Modern World" core course requirement for Art History majors.

### **AH 379 Issues and Trends in Contemporary Art**

**(Prerequisite: One previous course in Art History or permission of the instructor.)**

This course focuses on the major artistic movements since 1960, in Italy and internationally. It provides direct experience of contemporary art through lectures and field trips, and may include guest lectures by critics and other art professionals. It is taught with a firm emphasis on professional curatorial and editing work, and on practical learning opportunities. *Satisfies "the Modern and Contemporary World" core course requirement for Art History majors*

### **AH 383 Special Topics in Modern and Contemporary Art**

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

Specialized courses offered periodically on specific aspects of the art of the modern and contemporary world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics. Satisfies "the Modern and Contemporary World" core course requirement for Art History majors.

### **AH 384 The Moving Image in Art**

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

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

### **AH 385 American Art and Identity**

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

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

### **AH 386 Art as Nation-Building**

**(Prerequisites: One previous course in Art History or permission of the instructor.)**

The visual arts have served to foster, construct and promote national identity from the very inception of the modern “nation.” This course aims to broach methodological and historical issues at the intersection of art of politics. Through a series of case-studies from the late 18th to the late 20th centuries, the focus of the course is an examination of how the visual arts have been instrumentalized, brandished, weaponized and subverted, or have actively chosen to promote a national, or even nationalist, agendas. Satisfies "the Modern and Contemporary World" core course requirement for Art History majors.

### **AH 391 Collection Building and Museum Studies**

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

### **AH 398 Internship: Art History Field**

**(Prerequisite: GPA of 3.0 or higher; Junior Standing. Does not count as a major elective for the Art History major)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **AH 399 Special Topics in Art History**

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

Specialized courses offered periodically on specific aspects of concern in the field of Art

History. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

#### **AH 460 Research Practicum**

**(Prerequisite: Junior Standing)** This upper level seminar/practicum provides rigorous, practical preparation for the writing of professional art-historical research papers, including the Senior Thesis, through four discrete units: an individual portfolio review; a research tools and methods seminar; intensive, directed bibliographic research; and the formulation of a presentation to the class on the thesis topic, together with a new 'foundation' portfolio demonstrating mastery of the research skills, competencies, and bibliography necessary for advanced art-historical research writing. The course is intended for JCU Degree Seeking students, but advanced visiting students studying Art History are welcome.

#### **AH 480 Senior Thesis**

**(Prerequisite: Senior Standing)** Thesis supervision for Art History majors in their final year. Students select their research topics in consultation with their thesis advisor.

#### **AHBU 276 The Dynamics of the Contemporary Art Market**

The course is an exploration of the global art market with a particular focus on the protagonists of the art system involved in producing, promoting, buying, selling and valuing art. It examines the historical evolution of the art market, as well as the contemporary marketplace and its economic and cultural implications. In its analysis of the dynamics of the art system, the course will address key issues such as art auctions, galleries, private collections, and the intersection of art and investment with an emphasis on contemporary artistic practices. Satisfies "the Modern and Contemporary World" core course requirement for Art History majors.

#### **AHCL 222 Perception of Space: Wallpainting in the Ancient Mediterranean**

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

#### **AHCL 266 Special Topics in Ancient Art**

Specialized courses offered periodically on specific aspects of the art of the ancient world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics. Satisfies "the Ancient World" core course requirement for Art History majors.

### **AHCL 352 Rome in the Age of Augustus**

**(Prerequisite: One previous course in Art History or Classical Studies or permission of the instructor)** The course examines the dynamic and culturally vibrant period linked to the reign of Rome's first emperor, Augustus. It examines how the change from a Republic to a Principate was articulated in a developing, negotiated relationship between Princes, Senate, and Populus, and the manner in which this played out in coopted urban and visual landscapes. The course will approach the city of Rome as a 'total site' investigation in which the relationship between images, spaces, and viewers occupies a central role. The course will pose questions not only to the patronage of built spaces and works, but equally to the reception and performativity of these, and to the role of decoration in creating an engaged viewing experience. Satisfies "the Ancient World" core course requirement for Art History majors

### **AHCL 366 Special Topics in Ancient Art**

**(Prerequisite: One previous course in Art History or Classical Studies or permission of the instructor)** Specialized courses offered periodically on specific aspects of the art of the ancient world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics. Satisfies "the Ancient World" core course requirement for Art History majors

### **AHGD 365 Visualizing Gender from Late Antiquity to the Middle Ages**

**(Prerequisite: One previous course in Art History)** The course investigates the visual construction of gendered identities in the art produced in Europe in late Antiquity and the Middle Ages. The course will discuss how this diverse visual repertoire operates as in an on-going re-definition or re-negotiation of gender as a category. To that end, it addresses both traditional gendered constructs and representations that challenge heteronormativity as an ideal. The cultural centrality of Christianity in these periods means that representations of gender are inextricably linked to contemporary discourses regarding political, social, economic and ethnic identities, as well as religion. Methodological approaches to the analysis of gender, and to agency of the viewer in the reception and construction of gendered identities, are integral to the course. Satisfies "the Medieval World" core course requirement for Art History majors.

### **AHLW 345 Art Crime: Who Owns Antiquity?**

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

**AHSO 378 Shaping Social Bodies in the Counter Reformation**

**(Prerequisites: One previous course in Art History or permission of the instructor)**

The course explores the ways in which a culture of discipline and social order affected images and built space. Treating the period of the Counter Reformation (roughly 1550-1700), the course examines ways in which religious and lay institutions sought to categorize and segregate the population by gender, religious faith, social status, and ethnic origin, with the intention of making it legible and controllable. Topics to be discussed include the disciplinary role of images of violence; the representation of subcultures or subaltern populations and the attempt to control them in institutions; the effort to mold social behavior through modeling in images and the shaping of public spaces; and the limitations of artistic creation according to public or private consumption. Satisfies "the Early Modern World" core course requirement for Art History majors.

## **ART AND DESIGN**

### **ARTDE 101 Introduction to Graphic Design**

The aim of this course is to give students a comprehensive introduction to visual communication and to demonstrate how Graphic Design can be an effective and powerful tool for business. It covers a broad spectrum of different design disciplines, ranging from corporate identity, branding, brochure design, poster design, to packaging and illustration, and provides precious insight into the world of Graphic Design. The course is open to all students, particularly those who do not have a background in design, and complements other courses including Business, Management, Marketing and Communication.

### **ARTDE 102 Foundations of 2D Art and Design**

This foundational course provides students with the knowledge and skills to explore and demonstrate a range of basic principles, research methods, observational interpretation, and self-expression relevant to introductory study in Art and Design. An emphasis is placed on the fundamental principles and elements of 2D Art and Design related to concepts, techniques, and material practices. Issues related to composition, layout, color, texture, and pattern are explored through a diverse range of briefs which will scaffold students' ability to generate, develop, and resolve ideas visually. Students will engage with a range of traditional and contemporary methods of visualization, mark-making and design development.

### **ARTDE 103 Fundamentals of Drawing**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This course introduces students to the foundational principles of representational drawing. Through a series of sequenced drawing projects, students will learn how to create and organize marks, analyze and render volumes, accurately convey proportions, use lighting and contrast effectively, and apply the basic principles of representational geometry. They will also learn to use appropriate vocabulary in describing and illustrating key concepts of representational drawing. These practical and theoretical tools will enhance their visual thinking in both artistic and non-artistic disciplines.

### **ARTDE 105 Introduction to Photography**

This course creates a foundation of knowledge of photographic history, theory, and practice, and is recommended as preparation for further study in photography. Students will encounter technical issues concerning both film and digital photography, including basic issues of camera functions and controls, darkroom procedures, and digital techniques and software. The course examines a broad range of subjects such as: the early history of photography, photographic genres, use of artificial and of natural light, and various modes of presentation and archival management. Shooting pictures is balanced with classroom work. The course will help students develop a formal and critical vocabulary, an understanding of the uses of photography, and inspiration for more advanced photo courses.

### **ARTDE 109 Color Theory and Studio Practice**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** The course is a practical study of one of the fundamental elements of visual art and design: color. Artists use color as a compositional tool in developing pictorial form and space. Color transmits meaning and emotion, and is everywhere in our daily lives. Focused exercises help students both to understand the perceptual aspects of color and to manipulate color using specific techniques. The course begins with the perception and control of gradations of light and dark, treats the practical issues of physically mixing pigments, explores the alteration of color caused by the placement of adjacent colors, and arrives at expressive, poetical uses of color in compositions. Students learn the correct terminology needed to analyze color effects both in their own creations and in historical masterworks, and demonstrate their growing confidence and mastery of color in a portfolio of creative work.

### **ARTDE 110 Drawing - Rome Sketchbook**

This course makes use of the unparalleled resource that is the city of Rome itself; each class meets at a different site around the city. Students work in sketchbook form, creating over the course of the term a diary of visual encounters. Instruction, apart from brief discussions of the sites themselves, focuses on efficient visual note taking: the quick description of form, awareness of light and the development of volume in space. With practice and growing experience, students become capable of producing drawings governed by conscious intention.

### **ARTDE 141 Introduction to Printmaking**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This introductory studio course engages students in historical and contemporary techniques of printmaking and its theory. The course positions drawing and mark-making as fundamental ways to investigate visual culture. Exploring the basic intaglio and relief processes of mono-printing, linocut and collagraph, students will heighten their sensitivity to line, color, tone, texture, transparency, layout and overall composition. This will provide students with an introduction to the creative thinking and visual exploration involved in making a multiple edition print and under - standing its relevance to art, design and today's image-based culture.

### **ARTDE 204 Painting**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This course introduces students to the fundamentals of painting as both a technical and conceptual practice. Through a sequence of structured projects—such as still life, figure study, and portraiture—students develop skills in color mixing, value control, composition, and the construction of form in pictorial space. Emphasis is placed on building observational accuracy alongside imaginative interpretation. Coursework integrates practical studio work with discussions of the history of painting, encouraging

students to reflect critically on their own work in relation to historical and contemporary precedents.

### **ARTDE 205 Painting: Water-based Media**

This course introduces the use of inks, watercolor, and other transparent water-based paints on paper. Elementary drawing and painting principles will be reviewed, including basic color theory and the rendering of form through modulations of light and dark. Technical practice focuses on understanding the watery nature of these media, the interactions between pigments, water, and paper, and the expressive potential of spontaneous gestures. Emphasis is placed on planning, composition, and the use of preparatory pencil drawings. The subject matter is generally drawn from direct observation, and may include any of the traditional genres of still-life, portraiture, landscape, interiors, figure studies, etc. The spontaneous nature of water-based media assists in significant ways in the development of a personal vision with method and intention.

### **ARTDE 212 Figure Drawing**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies.)**

Figure drawing is the traditional basis for training the artist's eye and hand. Through specific exercises, students learn to control line and gesture, to model form in light and dark, and to depict accurately the forms and proportions of the human body.

### **ARTDE 220 Street Photography**

Street photography is an informal genre of photography using natural light, usually outdoors, that takes advantage of spontaneous discoveries. Street photography is a branch of both fine art photography and journalistic photography. The work of significant photographers in this genre, like Henri Cartier-Bresson, Helen Levitt, and Robert Frank, will serve as examples. Since it often involves candid shots of people going about their business in the bustle of urban life, one aim of this course is to give students more confidence in photographing and approaching people with a camera.

### **ARTDE 221 Historical Studio Materials and Techniques**

This hands-on studio course surveys and revives historical materials, tools, and techniques of Italian painting and drawing. The course will create awareness of the origins of current artistic resources through an examination of studio procedures in use during the Middle Ages and the Renaissance. The course will utilize this knowledge in the creation of art in various media. Much emphasis will be given to the use and sourcing of natural and sustainable pigments and tools, some of which will be produced as part of the course.

### **ARTDE 232 Introduction to Illustration**

Illustration is a fundamental visual language that informs, interprets or enhances a text or concept on published media such as books, magazines, packaging or web applications. This course provides an introduction to the field of illustration. It aims to foster students' creativity and equip them with the artistic agency and professional skills to develop work

within the broad spectrum of illustration. Students gain insight and practical experience in the creative process and will learn how to analyse complex issues and translate them into effective visual concepts. Didactic emphasis lies on the critical analysis of project related case studies throughout history, concept development, interpretation of style, application of basic design principles, composition, usage of colour, and refinement of digital drawing techniques. A basic understanding in visual communication and competence in Adobe Design programs is expected from students who wish to take this course.

### **ARTDE 251 Introduction to Textiles and Fiber**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies)**

Textiles and fiber are crucial to today's conceptual and technical creative practices. This studio-based course introduces students to a diverse range of textile materials, processes, histories, traditions and applications of fiber and to their relationships to contemporary art and design. Projects engage with the historical relevance of fibers, its relationship to issues such as labor, identity, decoration, and functionality. These are taken to be vehicles to explore the use of textiles and fiber within the expanded field of contemporary art and design. Emphasis is placed on researching and developing creative ideas through material sampling and exploration of surface and structure. Students investigate dyeing, printing, weaving and manipulation of fabric to investigate imagery, color and form.

### **ARTDE 260 Foundation in 3D Art and Design**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This foundational course provides students with the knowledge and skills to explore and demonstrate a range of fundamental Art and Design principles, production processes as well as materials and visualization skills appropriate to introductory study in 3D art and design. The course encompasses a diverse range of practices from designer-makers (such as fashion designers, jewelers and product designers) to conceptual sculptors and installation artists. Through practical projects, this course will engage with a variety of media and encourage students to think 'spatially'. Principles such as balance, form, function, ergonomics, scale, and repetition and their relationship to 3D will be explored alongside strategies of making. Students will also explore the relationships between Artist / Audience and Designer / Consumer, allowing this course to be equally relevant to students from studio and non-studio arts backgrounds.

### **ARTDE 262 Foundation in 4D Art and Design**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This course introduces the fundamental principles of four-dimensional art and design through a survey of concepts, techniques, and technological practices. It introduces students to formal, narrative and alternative concepts for creative practice in a time-based context. The course covers the fundamental principles of space, moving image, sound design and interactivity. Throughout the course, students will learn how to organize information effectively in the dimensions of time and space. They will engage in creating, manipulating, animating, choreographing, and distributing digital and analogue content across multiple platforms and outputs. Emphasis is placed on critical thinking and

creative problem solving, focusing on areas particularly relevant to four-dimensional art and design.

### **ARTDE 270 Introduction to Animation**

Introduction to Animation provides an overview of concepts, tools, and techniques for creative animation. The course will cover elements of digital and analog drawing, modeling in 2D and 3D, storytelling, perspective and layout, and historical development of traditional animation and technologies. Though open to students of any level, it provides a possible practical continuation of foundational skills from previous experience with drawing, painting, or photography. The course also provides a historical and theoretical foundation to underpin creative development and expression through animation. Students will be introduced to basic drawing and visualization skills specific to animation, including perspective and layout, techniques for character design, methods for creating a framework and structure, and understanding the natural flow and movement of objects. The course aims to cover both the considered use of various techniques while encouraging experimentation and overlap between methods.

### **ARTDE 285 Film Photography**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This course offers instruction in the traditional technique of black and white film photography as a means of communication and personal expression. The major components of the course are the use of the 35mm camera, introduction to darkroom technique, and an overview of historic analog photo processes. The course will treat technical, theoretical, formal and aesthetic issues; color photography will also be addressed. Students must provide their own traditional 35mm film cameras. The university provides a large format camera for use in class. Students will develop and print their work in JCU's Dark Room.

### **ARTDE 289 Digital Photography**

This course is meant for students who wish to deepen their knowledge of digital photography. It will review basic camera functions, lighting, principles of composition and pictorial dynamics, color interactions, and introduce methods of the elaboration of photos on the computer. The course will consider the historical and formal knowledge of photography, as well as including picture-taking in a variety of genres and the preparation of a photo exhibition. Each student must be equipped with a digital camera with a wide lens or a 3x or greater optical zoom, and camera functions selector which includes M,A,S,P. A tripod and modern single-lens reflex (SLR) digital cameras with interchangeable lenses are highly recommended.

### **ARTDE 290 Sculpture I**

**(Prerequisites: ARTDE 260; This class requires a materials fee of €75/\$85 to cover all basic art supplies)** Sculpture has historically been, and continues to be, a vital element of contemporary art, and this course offers an introduction to the materials, methods, and ideas that shape it. Students will explore a variety of techniques, investigating both traditional approaches and contemporary innovations while critically examining the conceptual foundations of sculpture within today's artistic landscape. The

studio-based course emphasizes practical exercises, artistic research, and collaborative assignments, culminating in a final project and exhibition showcasing student work. Students are encouraged to investigate the physical and experimental possibilities of sculpture through diverse materials and conceptual approaches, while developing a deeper spatial understanding and engaging with contemporary debates and theories linked to sculptural practice.

### **ARTDE 299 Special Topics in Studio Art**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies.)**

Specialized courses offered periodically on specific aspects of studio arts. Courses are normally topics on an area of current artistic or technical concern led by a specialist in the field. May be taken more than once for credit with different topics.

### **ARTDE 304 Advanced Painting and Drawing**

**(Prerequisite: One previous course in Drawing /Painting. (This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** Building on the foundations established in ARTDE 204, this course functions as a guided intermediate studio. Students pursue self-directed outcomes within a framework of instructor-provided projects and prompts, allowing for broad interpretation and experimentation across media, formats, and contemporary concerns. Technical instruction is balanced with research and critical thinking. Regular critiques and exhibition visits help students situate their work within historical and contemporary contexts and articulate intent with clarity. By the end of the course, students demonstrate increased technical confidence, a developing personal voice, and the ability to sustain independent work in response to open-ended prompts.

### **ARTDE 305 Experimental Drawing**

**(This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This course introduces students to the fundamentals of painting as both a technical and conceptual practice. Through a sequence of structured projects—such as still life, figure study, and portraiture—students develop skills in color mixing, value control, composition, and the construction of form in pictorial space. Emphasis is placed on building observational accuracy alongside imaginative interpretation. Coursework integrates practical studio work with discussions of the history of painting, encouraging students to reflect critically on their own work in relation to historical and contemporary precedents.

### **ARTDE 306 Rethinking Landscape Painting**

**(Prerequisite: One previous course in Drawing /Painting. This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This course introduces the historical and philosophical significances of landscape painting, enabling students to explore its possibilities as a field of experience and speculation in the present. Onsite painting sessions around Rome alternate with lectures and discussions that resort to perceptual, imaginative and theoretical approaches to natural and urban spaces. With its millenary history, Rome is a stratification of ecosystems that makes it an ideal resource

for students to develop a critical awareness of a variety of material and intellectual perspectives.

### **ARTDE 307 Portrait Painting**

**(Prerequisite: One previous course in Drawing /Painting. This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This advanced course enables students to investigate a variety of approaches and narratives that make portrait painting relevant today. Questioning traditional tropes and conventions, students are guided to expand on the formal processes behind the rendition of the human face as a means to develop a critical and poetic awareness of their own position as a practitioner.

### **ARTDE 311 Advanced Graphic Design**

**(Prerequisite: One Previous Course in Graphic Design)** The aim of this course is to provide the advanced theoretical knowledge, practical skills and individual coaching necessary to successfully manage a creative design project from start to finish. The course is meant for students who wish to continue to deepen their knowledge of Graphic Design, and assumes a basic competence in conceptual thinking, design principles, and the use of the major design software. Students will carry out comprehensive design projects in the fields of typography, advertising, branding & identity, packaging or illustration, in order to gain insight into the various phases of a design production. Instruction is both on an individual, tutorial level and in group lessons. This course will help students acquire the technical and artistic competency expected in the professional workplace.

### **ARTDE 313 Bookwork I**

**(Prerequisites: ARTDE 101)** This course examines publishing alongside art and design practices, investigating their intersections as spaces of cultural production and creative inquiry. Through a combination of critical study and studio-based experimentation, students will explore how publishing operates as both a conceptual framework and a practical methodology. Coursework emphasizes the dynamic relationships between concept, content, and material form, with particular attention to the interplay between analogue and digital media. Students will develop skills in visual organization, typography, and publication design while situating their creative work within broader historical and theoretical contexts.

### **ARTDE 314 Advanced Painting II**

**(Prerequisites: ARTDE 304 or Permission of Instructor. This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This course provides an intensive environment for students to refine their painting practice and expand their conceptual and material ambitions. Building upon the skills and independence fostered in previous painting courses, students undertake advanced self-directed projects that may explore interdisciplinary connections, expanded painting practices, or site-specific work. Emphasis is placed on sustained inquiry, technical mastery, and the integration of conceptual frameworks into studio production. Students are expected to engage in research that informs their practice, present work regularly in critiques, and produce a

cohesive body of work that demonstrates depth, experimentation, and critical engagement with contemporary art discourse.

### **ARTDE 315 Video Art**

**(Prerequisites: ARTDE 262 OR COM 230)** Video has become one of the most dynamic and influential mediums in contemporary art. This course introduces students to video as a creative and conceptual medium, encouraging experimentation with original and found footage, sound, and editing. Students will learn the fundamentals of video shooting and post-production, while also exploring strategies of display and exhibition-making. Emphasis is placed on developing a critical understanding of video's role in contemporary practice and producing original works that engage with this expanded field.

### **ARTDE 330 Graphic Design: Corporate Identity and Branding**

**(Prerequisite: one previous course in Graphic Design, including ARTDE 232)** This course is meant for students who wish to deepen their knowledge in the field of corporate identity and branding. It will address how to respond to technical and communication requirements of a design brief, develop visual concepts, create a system of graphical elements that form the basis of an identity, and define a strategy for a brand. The course will also consider the professional standards of preparing artwork for print. The course requires good competence in visual communication and expertise in the major Graphic Design programs.

### **ARTDE 332 Poster Design**

**(Prerequisite: one previous course in Graphic Design)** The course focuses both on the practical and the theoretical aspects of Poster Design. It will address how to develop graphical concepts in order to bring a coherent message across for didactic purposes, campaigns, exhibitions, or events, and it will examine poster design from an historical and aesthetic point-of view. Technical practice includes an in-depth study of typography, composition, color, photography, and illustration. A basic competence in visual communication, including the major Graphic Design programs, is expected from students who wish to take this course.

### **ARTDE 341 Advanced Printmaking**

**(Prerequisites: ARTDE 141. This class requires a materials fee of €75/\$85 to cover all basic art supplies)** Aimed at students with previous experience in printmaking, the course will explore a variety of contemporary printmaking processes, including woodcut, screen printing and mixed media. Emphasis will be placed on embedding theory and practice related to artisanal and digital production methods, expanded printmaking, and installation. As students develop a more personal approach to concept, subject, scale, material and process, they will be introduced to more advanced printmaking topics. Discussion and research will further engage students with the theoretical directions in the field and support their own development, culminating in a portfolio of their own research and related artistic output.

### **ARTDE 342 Painterly Prints**

**(Prerequisites: One previous course in Painting / Printmaking. This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This course will investigate the material, operational, and conceptual overlaps between painting and printmaking, focusing primarily on the exploration of one-off mono-prints. In contrast to the tradition of printmaking as a medium for technical reproduction, students will deconstruct techniques for image making into principal elements such as pressure, tactility, materiality, and transfer, reconceptualizing them to foster expressive uncertainty and spontaneity associated with painterly prints. This course centers on the creative reinvention of images and the development of a personal portfolio derived from sketchbook exercises and visual research. Through active experimentation on the plate, students will create painterly prints utilizing various techniques for texture, pattern, and mark-making.

### **ARTDE 345 The Photo-book**

**(Prerequisite: One previous course in Photography)** This course focuses both on the creation of photographs and on their presentation in book form. A photo-book is a book in which the primary message is carried by photographs; through its design and the choice of its images the book is itself an expressive artistic medium. The course examines the contemporary status of the photo-book as well as the rich history of the medium. It explores the processes of creating a personal photographic vision, and guides students in producing a final collaborative photo-book.

### **ARTDE 349 Advanced Photography**

**(Prerequisite: one previous course in Photography)** The aim of this course is to give advanced students the theoretical and practical skills necessary to invent and produce a creative photographic project. Projects may fall into traditional genres such as nature photography, architecture, portraiture, fashion, still life/objects/merchandise, photojournalism, landscape, etc., as well as more conceptual approaches. The course assumes the basic competence in black and white photography (including darkroom techniques), and/or expertise in digital photography. Instruction is both on an individual, tutorial level and in group visits, lessons and critiques. The course will help students acquire the technical and artistic competency expected in the professional workplace.

### **ARTDE 375 Contemporary Art and Design Practice**

**(Onsite) (Prerequisites: Junior Standing)** The course aims to provide an overview of contemporary art and design in Rome through direct onsite experience in studios, galleries, and institutions, as well as dialogs with collectors, curators, critics, museum directors, and international academies. Students will interact with, explore, and analyze the practices of active practitioners within the Roman milieu. Students will consider their own practice as it is situated in the city and as it relates to art and design stakeholders at large. The spheres of public and private art and design spaces will be analyzed in terms of their cultural, social, and political functions to aid students in integrating this knowledge into positioning their personal creative output. The course invites students to consider

through real world experience how various institutions and actors play different roles in influencing the context of art and design production, both locally and on the global scale.

### **ARTDE 382 Contemporary Art and Design Studio Practice I**

**(Prerequisites: Prerequisites: ARTDE 102, ARTDE 260, ARTDE 262 or permission of the instructor. This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** This interdisciplinary course will encourage students to develop creative agency. The course is designed to support students in exploring their own individual research projects and developing technical and conceptual skills specific to their areas of interest. This studio intensive course is designed for junior standing students who have already taken multiple Art and Design courses. A variety of briefs and project prompts, supported by lectures, screenings, and visits to galleries and museums, will foster an awareness of issues relevant to Art and Design and how students might position their work within these debates. The course will support students to define frameworks, materials, and techniques which will be catalysts for their future development within the program.

### **ARTDE 385 Contemporary Art and Design Professional Practice**

**(Prerequisites: Junior Standing)** This interdisciplinary course introduces key skills relevant to careers and graduate study within Art and Design. The course explores the relationship between personal, creative, and professional development, and instantiates a concrete awareness of the 'communication tools' relevant to Art and Design fields. The course will help foster critical skills required for personal decision-making and self-evaluation, relative to careers within the creative industries and preparation for graduate school by addressing both practical and professional aspects such as 'The CV', 'The Portfolio', 'The Proposal', and 'The Statement'.

### **ARTDE 390 Special Topics in Painting**

**(ARTDE 204 or the permission of the instructor. This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** Specialized courses offered periodically that focus on specific thematic, conceptual, or material aspects of painting. These courses engage with current artistic practices, examining how particular themes, concepts, or materials influence artistic approaches to painting. The curriculum provides an in-depth exploration of specialized topics, allowing students to critically investigate the relationship between subject matter, conceptual frameworks, and materiality. Through this focused study, students will develop a comprehensive understanding of contemporary artistic practices and refine their own artistic methods and techniques.

### **ARTDE 391 Special Topics in Photography**

**(Prerequisites: One previous course in Photography or the permission of the instructor.)** Specialized courses offered periodically that focus on specific thematic, conceptual, or technical aspects of photography. These courses engage with current artistic practices, exploring how particular themes, concepts, or techniques influence the practice and process of photography. The curriculum provides an in-depth exploration of specialized topics, allowing students to critically examine the relationship between

subject matter, conceptual frameworks, and photographic methods. Through this focused study, students will develop a comprehensive understanding of contemporary photographic practices and refine their own technical and creative approaches.

### **ARTDE 399 Special Topics in Studio Art**

**(One previous course in Studio Art. This class requires a materials fee of €75/\$85 to cover all basic art supplies.)** Specialized courses offered periodically on specific aspects of studio arts. Courses are normally topics on an area of current artistic or technical concern led by a specialist in the field. May be taken more than once for credit with different topics.

### **ARTDE 460 Research Methods and Practices**

**(Prerequisites: Junior Standing)** This is an intensive class designed to support Art and Design majors in developing research proposals and strengthening their ability to communicate clearly through both visual and written language. Writing about the process of creating, displaying, and articulating the meaning of their own work will be emphasized. The course will offer an overview of current themes and issues within the Art and Design field. The class is structured around research prompts, experimental approaches to making, and critique. Central to the course is the aim to deepen students' understanding of the role of Art and Design within contemporary society and how they, as emerging practitioners, can engage with these debates. Through various texts, screenings, in-depth critique, and visiting artist lectures this course will support students in developing individual research proposals, forming the basis of their Senior Capstone Exhibition.

### **ARTDE 480 Senior Capstone Exhibition I**

**(Prerequisites: ARTDE 460 or permission of the instructor)** The Senior Capstone Exhibition I course for Art and Design majors will support students to plan, research, develop, and present an original body of work which will be exhibited either physically or digitally. Taken concurrently with Senior Capstone Exhibition 2, this course emphasizes the development and production of a cohesive body of work which conveys students' individual creative practice through group and individual tutorials with peers and faculty. Students will refine their research, analysis, explanation, persuasion, and presentation skills as they are supported to develop a sustained body of enquiry, building on the outputs generated within the Research Methods and Practices course.

### **ARTDE 485 Senior Capstone Exhibition II**

**(Prerequisites: ARTDE 460 or permission of the instructor)** The Senior Capstone Exhibition II course will cover all aspects of exhibition making, including the design, installation, and technical requirements related to student work. Emphasis will be placed on the collective output of the exhibition, encouraging students to collaborate while thinking through the curatorial process. Both theoretical and practical aspects of exhibition making will be considered inviting students to experiment with varying roles and ideas. The course will prepare students to position themselves within the creative industries via the generation of a portfolio of exhibited work.

## **BUSINESS ADMINISTRATION**

### **ACCT 201 Financial Accounting**

This course is an introduction to the basic financial accounting concepts and standards. Relevant concepts will be analyzed in detail, including: preparation of principal financial statements, application of accounting principles to the main asset, liability, and owners' equity accounts. The course emphasizes the construction of the basic financial accounting statements - the income statement, balance sheet - as well as their interpretation.

### **ACCT 202 Managerial Accounting**

**(Pre-requisite: ACCT 201)** This course focuses on the role of accounting in the management process and where accounting can provide critical support to management decision making. Cost-volume relations are introduced, along with identification of costs relevant to management decisions. Process costing and job costing systems, the development of a master plan, preparation of flexible budgets and responsibility accounting are covered, and the influences of quantitative techniques on managerial accounting are introduced.

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

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

### **BUS 208 International Business and Global Corporate Social Responsibility**

This course introduces students to the foundations of international business and the ethical, social, and sustainability challenges faced by firms operating in a global environment. The course examines how cultural, political, economic, and technological differences across countries shape international business strategy and operations. In parallel, it explores corporate social responsibility (CSR), stakeholder management, and sustainability in the context of global markets. Through a combination of lectures, case discussions, and stakeholder simulations students analyze real-world international business dilemmas and strategic decisions. Particular attention is given to contemporary issues such as global supply chains, sustainability, responsible corporate governance, and

sustainable business practices in international markets. The course integrates conceptual learning with experiential learning activities, including a group project focused on international market entry strategy. Students develop and present strategic recommendations that incorporate competitive, organizational, and sustainability considerations in a global context.

### **BUS 220 Business Communications**

**(Prerequisite: ENCMP 110 with a grade of C or above)** This course trains students in the best practices of effective Business Communication, both written and oral. Class work is conducted against the backdrop of the contemporary business world and the challenges faced by businesses to be environmentally and socially responsible as well as profitable. Environment, Social and Governance issues, and their relationship to business, are analyzed at length

### **BUS 305 Early Stage Entrepreneurship**

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

### **BUS 320 Public Relations**

**(Prerequisites: Junior Standing, ENCMP 110 with a grade of C or above)** This course introduces students to the importance of Public Relations and familiarizes them with effective PR tactics and strategies. Special attention is devoted to: trust & reputation, the media, and crisis management. Class work is conducted against the backdrop of real-world situations and the growing need for organizations to be both sustainable and profitable. Environment, Social and Governance issues, and their relationship to PR, are analyzed at length.

### **BUS 330 International Business**

**(Prerequisites: Junior Standing, ECON 202; Recommended: MKT 301)** The objective of this course is to introduce students to the fundamental elements of international business, including political, economic and social systems and barriers affecting international trade and investment, key aspects of global and regional economic integration models, and the global monetary system. The course covers in depth market entry strategies and international organizational structures, reviews key functions of international business and highlights contemporary internationalization problems.

### **BUS 331 China's Perspectives on Globalization and Business**

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

### **BUS 335 International Entrepreneurship**

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

### **BUS 340 International Business Negotiations**

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

### **BUS 345 Innovation Management**

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

### **BUS 398 Internship: Business Administration Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Business obtained through the Career Services Center)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

#### **BUS 399 Special Topics in Business**

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

#### **BUS 410 Strategic Decisions in Entrepreneurship**

**(Prerequisite: Junior Standing; Recommended: BUS 305)** This course considers management problems of founders, owners, managers, and investors in startups. Acquisitions, location, organization control, labor relations, finances, taxation, and other topics of interest to entrepreneurial business management will be analyzed

#### **BUS 498 International Business Seminar**

**(Prerequisites: Senior Standing and completion of all core courses required for International Business)** This heavily case-based capstone course will enable students to integrate and consolidate previous learning and examine in-depth real-life issues of policy, competitive advantage and barriers to trade; regional and global strategy; the challenges and benefits of operating and managing internationally and cross-culturally; and the major ways in which international business is currently changing, with a consideration of the implications for future business graduates. 112

#### **BUEC 336 Entrepreneurial Ecosystems**

**(Prerequisite: Sophomore Standing)** This course considers some of the most important issues concerning contemporary challenges in the field of entrepreneurship. Students will be confronted with interdisciplinary perspectives to the study of entrepreneurship that

stem from economics, psychology, geography, history, cultural studies, and policy making, to better understand the emergence and the determinants of entrepreneurial ecosystems.

### **BUIS 260 Made in Italy: The Italian Business Environment**

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

### **BUMK 322 Multimedia Strategic Communications**

This course introduces students to the art and craft of multimedia storytelling for strategic business communications in the profit sector. It provides background and analysis for how storytelling has evolved in the digital landscape, requiring communicators to rethink concepts of audience, engagement, use of trusted sources, and dynamic updating. In this context, students will take part in the hands-on, beginning-to-end creation of multimedia projects. Depending on each project’s concept, content, and goals, various techniques will be explored and utilized for content management and creative presentations. A key challenge to strategic communications— dissemination, making stories stand out in today’s sea of content—will be incorporated from the start into decision making and production.

### **ETBU 301 Business Ethics**

**(Prerequisite: One previous course in Philosophy or Junior Standing. Co-requisite: ENCMP 110)** This course examines some of the most important ethical issues in business today, such as businesses’ responsibilities to workers, consumers, and investors, the pros and cons of “free markets,” the challenges posed by environmental damage and automation, the ideas of “social” responsibilities and “ethical” consumption, and the special dilemmas faced by multinational businesses. Issues will be studied through a selection of contemporary cases, issues, arguments, and approaches, along with much class discussion, with the aim of helping students to develop a familiarity with the issues and debates and their ability to discuss, reflect on, and defend their own ethical views.

### **LEADR 342 Leadership, Mindfulness, and Emotional Intelligence**

This course aims at studying in depth the model of Resonant Leadership and its positive effects on the increase of efficacy, creativity, motivation, conflict resolution, decision-making, and stress reduction within the workplace. Using the latest studies in the fields of Psychology, Neuroscience, Behavior, and Organization participants will learn the theory, research and experience of employing Mindfulness and Emotional Intelligence within the work environment. The course will be divided in two parts: a) a theoretical part in which the participants will be introduced to the model of Resonant Leadership informed by Mindfulness, Emotional Intelligence, Neuroscience, and the most recent cognitive research; b) a practical-experiential part in which Mindfulness techniques and

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

## CLASSICAL STUDIES

### CLST 260 Classical Mythology

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

### CLST 268 Literature and Society in Ancient Greece

**(Prerequisite: ENCMP 110 with a grade of C or above)** This course introduces students to the civilization of the ancient Greeks through an in-depth study of ancient Greek literature and society from the eighth century B.C.E. through the death of Alexander the Great in 323 B.C.E. Topics studied include the role of religion and myth in ancient Greece, politics and warfare, the status of women, the importance of athletics and other subjects pertaining to the ancient Greek World. Readings in translation include selected works of Hesiod, Homer, Pindar, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, Plato and Plutarch.

### CLST 278 Literature and Society in Ancient Rome

**Prerequisite: ENCMP 110 with a grade of C or above \*This class can substitute for one of the two EN LIT general distribution required courses. The other EN LIT course must have the ENLIT prefix\*)** This course focuses on the literature of Ancient Rome and its role in shaping modern notions about the customs, social practices, and ideas of its citizens. Emphasis will be placed on using Roman literature as a means of studying Roman civilization, while simultaneously examining stylistics and literary techniques particular to the genres of comedy, rhetoric, epic and lyric poetry, satire and history. Texts, which vary, are chosen from Terence, Plautus, Cicero, Catullus, Virgil, Horace, Ovid, Tacitus, and Juvenal. All texts are studied in translation.

### CLST 299 Special Topics in Classical Studies

**(Recommended: One previous course in Classical Studies or History)** An in-depth treatment of a current area of special concern within the field of Classical Studies. Topics may vary. May be taken more than once for credit with different topics.

### CLST 361 Sexuality, Eroticism and Gender in Myth and Literature of Greece and Rome

**(Prerequisite: ENCMP 110 with a grade of C or above. Co-requisites: Recommended: Junior Standing)** This multi-disciplinary (philosophy, literature, history, law, art and archeology) course will examine sexuality and eroticism in antiquity, looking in particular at their role as an initiation to higher levels of thought and cognition; their impetus in defining gender roles; their existence as physiological/psychological needs versus social constructions; how they have invested modern thought, research, and become enduring models interpreting human behavior. Students will carry out a close study of selections from Greek and Roman lyric poetry, Greek drama, philosophy and essays, Roman satire

and Ovid's epics on love and extensive writing to analyze the context and content of the readings and lectures.

### **CLST 390 The Physical and Cultural Topography of Ancient Rome**

**(Prerequisites: At least one previous course in Classical Studies or a related field)**

This course explores the major sites of the city of Rome in antiquity. It examines the relationship between the physical development of the city and the evolution of its cultural, social, and political institutions as it grew from a small, Latin city on the banks of the Tiber river into the heart of an empire that encompassed the majority of the Mediterranean. To bring the physical and textual remains of the city into productive discussion, it uses a combination of on-site interpretation and primary source readings. This will help students to examine the ancient city through a multidisciplinary lens and to produce written and oral work that draws together a variety of types of sources to craft historical arguments. Relevant sites may include the Roman Forum and the Capitoline hill, the neighborhoods of the Palatine, Esquiline, and Caelian hills, and the Appian Way, along with museums throughout the city. For additional context on Roman cities, temples, and villas, the course may also include trips outside Rome to sites such as Tivoli, Palestrina, or Pompeii.

### **CLST 480 Senior Thesis**

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

### **CLHS 221 Introduction to the History of Ancient Greece**

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

### **CLHS 231 Introduction to the History of Ancient Rome**

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

### **CLHS 251 The Women Who Built Rome**

The study of the Roman world has long revolved around the power, achievements, and intrigues of “Great Men.” Yet many women played important roles in shaping its political, military, social, and economic realities. From the foundation of the city of Rome to the end of its pan-Mediterranean Empire, this course tells the story of Rome through the lives and voices of powerbrokers such as Livia, Cleopatra, and Zenobia against the background of women’s experiences and contributions at all levels of Roman society. Readings may include women’s letters and poetry as well as texts by ancient authors such as Livy, Plutarch, Cicero, or Tacitus in translation, as well as work by modern scholars. Students will develop an understanding of the place of women in the creation and experience of the Roman empire and an ability to think critically about the role of gender in the construction and interpretation of histories more broadly. Satisfies “Ancient History” core course requirement for History majors.

### **CLHS 255 Peoples of the Roman World: Ethnic, Social and Cultural Identities**

This course explores the multi-ethnic dimensions of the Roman world with a particular emphasis on the Imperial period (31BCE-476 CE). From Rome’s beginnings, its population was characterized by cultural diversity, and one of the Empire’s greatest strengths was its ability to integrate diverse peoples into Roman political, social and cultural life. Nevertheless, as the Empire expanded into Europe and the Mediterranean, many peoples who came under Roman rule continued to maintain distinctive ethnic, social and cultural identities. In this course, we will explore the complex processes of social and cultural negotiation between local identities and Romanization that resulted from Roman expansion. In doing so, we will seek a better understanding not only of how and why the cultural identities of such groups differed from mainstream 119 Romanitas, but also the ways in which these interactions contributed to the shaping of Roman identity.

### **CLHS 299 Special Topics in Classical Studies and History**

**(Co-requisites: Recommended: One previous course in classical studies or history)**

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

### **CLHS 399 Special Topics in Classical Studies and History**

**(Co-requisites: ENCMP 110; Recommended: Junior Standing, One previous classical studies or history course)** An in-depth treatment of a current area of special concern within the fields of Classical Studies and History, with an emphasis on research and writing. Topics may vary. May be taken more than once for credit with different topics. Topics taught in the past include Roman Africa, Ethnicity and Identity in the Ancient Mediterranean World, Ancient Imperialism: Persia, Athens, Rome, Classical Athens in the Age of Socrates, and Ancient Empires: Persia, Athens, and Macedonia. May satisfy “Ancient” requirement, depending on topic

### **CLLW 326 Roman Law**

**(Prerequisite: Junior Standing. Co-requisite: ENCMP 110)** The course will examine the development of Roman law from the Twelve Tables through the Justinian Code. Readings and discussions of the political and social conditions of the Roman Republic and Empire will contextualize the study of the evolution of the law. These will include chapters from Livy's History of Rome, Cicero's defense and prosecution oratory, as well as selections from Pliny, Tacitus, and others. There will be considerable secondary readings on special topics. Students will be required to analyze cases in the Roman Law of property, the family, torts (delicts), and personal law. The final part of the course will consider the developments of Roman Law since the Justinian Code in the Civil Law Tradition.

### **CLRH 372 Classical Rhetoric and Oratory**

**(Prerequisite: ENCMP 110 with a grade of C or above)** An examination of the nature, purpose, and place of rhetoric in classical antiquity, as conceived and practiced by ancient Greeks and Romans. Readings (in translation) include the use and conceptualization of an art of persuasion by Gorgias, Plato, Isocrates, Aristotle, Demosthenes, Cicero, Quintilian, and Augustine. This course prepares students to evaluate the use (and abuse) of devices and techniques of classical rhetoric in contemporary politics, economics, marketing, media, and visual arts.

### **CLRL 288 Religion in the Graeco-Roman World**

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

## **COMMUNICATION-MEDIA STUDIES**

### **COM 101 Public Speaking: Oral Rhetoric and Persuasion**

This course provides students with an introduction to the fundamentals of rhetoric and how they are applied in oral communication, and how these principles and concepts lead to effective public speaking. Students will learn how to prepare and organize persuasive speeches by learning the fundamental structures of the persuasive speech. In addition, students will begin to acquire basic skills in critical reasoning, including how to structure a thesis statement and support it through a specific line of reasoning using idea subordination, coordination, and parallel structure.

### **COM 111 Introduction to Visual Culture**

From photojournalism to Instagram, 21st century communication is primarily image-based. Whether its mass media, individual expression, social media or alternative media, images are used for promoting ideas, products, information and political discourses. In this course students investigate the role of visual culture in daily life, exploring fine art, popular culture, film, television, advertising, business communications, propaganda, viral social media and information graphics. As a critical introduction to visual communication, this course mixes theory, analysis and practical activities for an applied understanding of key issues, including the relationship between images, power and politics; the historical practice of looking; visual media analysis; spectatorship; historic evolution of visual codes; impact of visual technologies; media literacy; information graphics literacy; and global visual culture.

### **COM 210 Introduction to Cinema**

**(This course carries 3 semester hours of credit)** This course is designed as an introduction to the art, history, and business of film. It presents an introduction to film aesthetics and the formal properties of film, locating specific styles and narrative forms within specific classical and alternative film movements. Film theories and critical strategies for the analysis of film will be investigated. The course will be divided into weekly screenings and lectures.

### **COM 220 Media, Culture and Society**

**(Prerequisite: COM 111)** This course examines the mass media as complex social institutions that exercise multiple roles in society—none more crucial than the circulation and validation of social discourses. Introducing students to a variety of theoretical approaches, the course focuses on media operations and textual analysis.

### **COM 221 Writing Across the Media**

**(Prerequisite: ENCMP 110 with a grade of C or above)** The course introduces students to the various kinds of writing they will encounter in the media professions and in digital multimedia production, and prepares them for more advanced media courses in the Communications and Media Studies program. Students will also be introduced to basic legal and ethical issues, such as libel, copyright, privacy. Activities include writing for

online media, press releases, strategic campaigns, and short scripts for visual and audio media as well as exercises to pitch their ideas. They will also explore issues concerning style, communicability, and effective storytelling.

### **COM 230 Foundations of Digital Video Production**

This course introduces students to the technical, conceptual, and aesthetic skills involved in video production through the single camera mode of production. Still the most dominant mode of film and video production, the single camera mode places an emphasis on using the camera to fullest capacity of artistic expression. In addition to the multiple skills and concepts involved with the camera, the course also introduces students to the principles and technologies of lighting, audio recording and mixing, and non-linear digital video editing. Special focus is given to producing content for successful web distribution.

### **COM 311 Digital Media Culture**

**(Prerequisite: COM 220)** This course provides students with a number of theoretical approaches to critically assess how digital media function and their expanding and expansive role in contemporary culture. The course further investigates digital media convergence in order to develop a critical lexicon that can both chart its development and engage in intellectual interventions in its use within the transformations occurring in more traditional cultural forms such as television, film, popular music, print, and radio. Special emphasis will be placed on the specific cultural, political, economic, and social issues raised by digital media forms.

### **COM 398 Internship: Communications Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Communications obtained through the Career Services Center)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **COM 470 Advanced Media Theory**

**(Prerequisites: COM 311)** This course is designed as an advanced level exploration of major theories and schools of thought in media studies and communications. It surveys foundational theories about media and communication, ranging from mass media in the 19th century to contemporary digital media and cultures. Schools of thought and concepts covered in the course include the study of ideology, hegemony, political economy, culture industries, medium theory, cultural studies, mass media and society, spectacle and spectatorship, race, gender, post-colonialism, semiotics, and postmodernism. Students will apply theories through practical written research projects and analysis of current media practices.

### **COM 480 Senior Capstone Project**

**(Prerequisites: COM 311 and COM 470, with the exception of the University of Milan Dual Degree students)** This senior capstone course culminates the coursework performed in the Communications and Media Studies program. With a major research assignment in the form of a written paper, video essay, or creative project, the course is intended to assess the student's development and understanding of the Department's learning outcomes. Capstone projects combine evidence-based research on a major media topic, critical analysis, literature review, ethical considerations, and express technical competency. Students are expected to demonstrate awareness and understanding of major schools of thought in media and cultural studies, and to perform critical media analysis.

### **COM 570 Advanced Media Theory**

This course is designed as an advanced level exploration of major theories and schools of thought in media studies and communications. It surveys foundational theories about media and communication, ranging from mass media in the 19th century to contemporary digital media and cultures. Schools of thought and concepts covered in the course include the study of ideology, hegemony, political economy, culture industries, medium theory, cultural studies, mass media and society, spectacle and spectatorship, race, gender, post-colonialism, semiotics, and postmodernism. Students will apply theories through practical written research projects and analysis of current media practices.

### **DJRN 221 Introduction to News Reporting and Writing**

**(Prerequisite: ENCMP 110 with a grade of C or above)** This course introduces writing and reporting techniques for the mass media. It focuses on the essential elements of writing for the print, online and broadcast media. The course also covers media criticism, ethics in media, and the formats and styles of public relations.

### **DJRN 320 Investigative Reporting**

**(Prerequisite: ENCMP 110 with a grade of C or above; Recommended: DJRN 221)** This course focuses on the in-depth reporting required to unearth today's biggest news stories, the ones which powerful interests would prefer to keep hidden. The students will be required to make sound news decisions, make sense of complicated matters, develop

leads and contacts to further their stories, and publish the results of their reportage in a relevant news outlet.

### **DJRN 325 Feature Writing**

**(Prerequisite: ENCMP 110 with a grade of C or above; Recommended: DJRN 221)**

This course offers the student practical experience researching, writing and marketing feature articles for print and/or online magazines. The topics covered include how to develop a good idea, analyze a target audience, gather information, write a feature article, and sell the story. Ultimately this course will teach students how to successfully write longer feature stories and how to pitch them to the appropriate publication. The class time will include lectures where voice, style, use of language, and story structure techniques will be discussed. Class time will also include in-class writing and discussion.

### **DJRN 327 Opinion Writing**

**(Prerequisite: ENCMP 110 with a grade of C or above)** An opinion piece is everything solid journalism requires from any other form of reporting: good investigative skills, sharp judgment, a firm, eloquent writing style, a clear presentation of hard, grounded facts, and excellent grammar. It is, however, different from classical journalism. The course will investigate the specificity of opinion writing within the context of journalism and look into the various forms that opinion pieces take: political stances, restaurant-theater-book- music or TV reviews, and critiques (pro and con) of medical, governmental or financial systems.

### **DJRN 329 Fashion Journalism**

**(Prerequisite: ENCMP 110 with a grade of C or above)** This course focuses on the role of fashion journalism in both traditional mass media and emerging digital media. Students will learn to define fashion from a cultural theory framework and to understand its relevance to contemporary society. The course combines theory and practice, ranging from a cultural approach to the subject of fashion journalism and fashion media, to applying it to the skill of fashion journalism and working in the industry.

### **DJRN 330 Writing for News Media**

**(Prerequisite: ENCMP 110 with a grade of C or above, DJRN 221 or permission of the instructor)** This course focuses more in-depth on the fundamentals of news reporting and writing, with an emphasis on the print, online, and broadcast media. Key skills to master include criteria for judging news, information gathering, and crafting different styles of news stories for print, broadcast and online media. The course also covers proper line-editing techniques, plus Web layout and publishing.

### **DJRN 340 Introduction to Data Journalism**

**(Prerequisites: ENCMP 110 with a grade of C or above; recommended COM 221 or DJRN 221)** This course introduces students to the rapidly evolving field of data journalism, which comprises a range of techniques applied by journalists and researchers to utilize data for investigation, analysis, and interactivity. Students become acquainted with several strategies, resources, and data repertoires that allow them to discover,

present, synthesize, and control datasets to educate and inform diverse publics. Data journalism is pivotal not only for journalists but also institutions, such as NGOs, public companies, and other groups interested in raising awareness for many issues of our time.

### **DJRN 352 Fact Checking for the Newsroom**

**(Prerequisites: COM 221 or permission of the instructor)** The course introduces students to the work of fact-checking in journalism designed to identify and avoid fake news, deepfakes, misinformation, and disinformation and to provide journalists and audiences information to debunk or prebunk false and harmful claims and narratives. Students will learn to use online tools to verify the accuracy and provenance of third party audio visual content that becomes part of a news story, and the credibility of claims from newsmakers and social media users that can drive news coverage. The course will teach strategies to counter a growing and diverse threat from high-quality and low-cost AI generated disinformation and also leverage the use of AI tools to perform searches, identify patterns, and translate, summarize, and categorize information. Students will discuss ethical, legal and editorial considerations of fact checking for the newsroom and how to support the credibility of news operations and share content verification outcomes with a public audience.

### **DJRN 380 Writing for Advocacy: Climate Crisis**

**(Prerequisite: ENCMP 110 with a grade of C or above; Recommended: DJRN 221)** This course focuses on writing for media about the climate and environment. The climate crisis is deliberated in a contested public sphere by scientists, politicians, activists, and the fossil fuel industry. To make their arguments, competing advocacy groups deploy different framing and discursive strategies in the global media commons. Regardless of the kind of media being utilized— whether memes, editorials, journalism, public service announcements, image events, social media posts, or viral videos—writing is essential for researching, planning, designing, and scripting any climate communication.

### **DJRN 398 Internship: Digital Journalism Field**

The For Credit (FC) Internship course combines academic learning with a short-term (part- time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar’s Office or their

Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **DJRN 399 Special Topics in Journalism**

**(Prerequisite: ENCMP 110 with a grade of C or above; Recommended: DJRN 221)**

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

### **DJAD 290 Introduction to Photojournalism: On Location in Rome**

This is a course in basic photojournalism on location. There will be both classroom sessions and classes off campus, held on location in Rome and the surrounding area, as well as visits to photographic exhibitions. Students will gain an understanding of the basic concepts of photography and photojournalism; how cameras and lenses work; image composition; lighting conditions and techniques; shooting on location; techniques for working as a photographer; editing and producing photographs; and building a portfolio of images. Class sessions will cover learning use of a camera, lights, composition, color, documentary and candid photographic techniques, photographic software such as Adobe Photoshop, and critiques. Classes on location include practical fieldwork.

### **DJCW 329 Writing Criticism**

This course offers the student practical and theoretical experience in the field of cultural criticism and writing reviews for print and online publications. Topics will include looking at the history of criticism and the review, critical theory, analyzing a work of art, research, different forms of writing, pitching articles to publications and the craft of writing itself. Students are required to read critically and spend class time in lectures, discussions and workshops. Students will have the opportunity to develop straightforward review writing skills as well as more critical and nuanced essay/long form criticism skills. Students will develop a criticism project, pitch an idea to a 148publication and write short and long form essays.

### **DJDM 399 Special Topics in DJRN and DMA**

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

### **DMA 225 Principles of Motion Design and Visual Effects**

**(Recommended: COM 230)** This course introduces students to visual communication design for new media, offering an overview of the grammar of motion design and a communication approach designed to be multi, trans and cross-medial. The main objective of the course is to provide students with approaches, methods, and tools needed for the design of multimedia projects in all their components. The course will integrate the theoretical knowledge needed to develop conceptual frameworks as well as the practical skills needed to implement these across a variety of texts and platforms. This course ultimately gives an overview of the grammar of motion design and prepares students for more advanced work in a field where things like keyframes, nodes, and curves have become as ubiquitous as Moviolas.

### **DMA 228 Sound Design for Media Arts**

This course provides an overview of sound culture and nonlinear audio production with an emphasis on theoretical, historical and practical approaches. In this introductory-level course, students will gain familiarity with the historical trajectory of sound technology and sound art, and get an overview of the theoretical reflections that have accompanied sound artistic creation as well as the basic tools and techniques for nonlinear audio production. The projects devised for the class are aimed at improving listening skills, raise awareness of aural and sonic experience and integrate sound with narrative visual media, so as to allow students to communicate and conceptualize with sound. During the course of the session three fundamental aspects of sound will be addressed: 1) Sound as Sound/Listening/ Field Recordings/ Soundscapes; 2) Sonic Narratives; 3) Sound & Image Relations.

### **DMA 256 Editing**

**(Prerequisite: COM 230)** This course will present students with multiple aesthetic approaches to and practical techniques for editing video. Students will learn how to apply concepts such as continuous and discontinuous editing, as well as analytical and constructive editing. They will learn how to use editing as a storytelling tool and use these techniques to shape the story and the emotional response of the audience. Students will practice by editing scenes from different film genres (drama, comedy, action), as well as constructing their own projects, such as editing a montage. Students attending the course should have a fundamental understanding of the basics of digital media production as well as a basic knowledge of non-linear editing software.

### **DMA 322 Digital Storytelling and Community Engagement**

This course allows students the opportunity to combine digital media art skills with community engagement. In partnership with a Rome-based nonprofit working with disadvantaged or marginalized communities, students will create 2-3 short documentary projects that will be created collaboratively with the community at the non-profit organization. The aim is to use media tools as a means of cultural exchange and to facilitate the telling of stories that emerge from this community. The process will be one that privileges the community voice and shared authorship. Students will be expected to have basic understanding of the skills and concepts involved with the camerawork, lighting, audio recording and mixing, and non-linear digital video editing.

### **DMA 324 Introduction to Video Game Design**

Introduction to Video Game Design will take a hands-on journey through the process of creating a third-person video game, from initial idea to functioning prototype. Students in the course will explore character, narrative, and level design; consider how game mechanics influence story (and vice versa); model various asset production pipelines; get comfortable with game logic and learn to build the systems contemporary games require; and consider the various avenues available to independent developers for getting their games into the hands of their players.

### **DMA 325 Motion Graphics and Visual Effects**

Animation is everywhere in contemporary media: from the miniature Westeros landscape of the Game of Thrones title sequence and the Southern Gothic styling of the True Detective opener to the lower third graphics of a local news show or the dancing text of a late-night 1-800-LAWYERS ad. The work of creating even the most humble animation used to be the preserve of teams of specialists with access to expensive and esoteric equipment. Increasingly, however, tight schedules and constrained budgets have placed the responsibility for producing them squarely on the editor's shoulders. DMA 325 aims to help editors and filmmakers meet the heightened expectations of modern audiences with motion graphics that captivate and communicate in equal measure. The course is a project-based exploration of the history, theory, tools, and techniques used to produce motion graphics and visual effects for film, television, and web video. The presentation of all topics includes historical background as well as a consideration of contemporary practices and likely avenues of future development. Each class involves both hands-on walkthroughs as well as ample opportunity for individual experimentation. For the midterm and final exams students will be required to produce a piece of work involving a broad spectrum of the techniques discussed using provided assets and a sample composite. The final project will be an individually developed portfolio piece making use of a 3D compositing workflow.

### **DMA 328 Promotional Videos**

**(Prerequisite: COM 230 or permission of the instructor)** This course introduces students to the strategic, conceptual, creative, and technical aspects of promotional videos (teasers, promos, trailers, campaigns, sales reels, and spots). It provides a basic understanding of the various short formats produced in TV and Web communication. The aim is to study common procedures and to get hands-on experience making promos, including how to hook a viewer, how to reach a target, how to engage an audience, and most of all, how to sell a story. This course offers an intensive overview of the entire production process in promo production, including activities like researching, creating a concept pitch/brief, editing, and post-production. The class will feature screenings, exercises, in-class assignments, editing sessions, voiceover recording sessions, and group projects. In order to participate, students will be expected to have a basic understanding of the skills and concepts involved with video editing, audio recording, and mixing.

### **DMA 330 Directing Workshop**

**(Prerequisite: COM 230)** This course leads participants to acquire an understanding of the director's conceptual approach from script to screen. At the same time, the class will enable students to test and develop the practical and communicative skills that are needed in order to direct audiovisual productions. Such competence is indispensable when working on short- and long-format projects in a film, TV , and other creative and commercial contexts.

### **DMA 331 Documentary Workshop**

**(Prerequisite: COM 230)** In this production workshop, students will investigate different approaches to documentary cinema as well as the various techniques

available for telling a story in documentary form. Students will apply the acquired theoretical notions in three practical exercises: a location sketch, an interview and a personal essay film. At the end of the workshop, students will have three short films and a deeper understanding of the conceptual, aesthetic as well as ethical issues involved in documentary filmmaking.

### **DMA 333 TV Studio Lab**

Many contemporary television sitcoms, news programs, variety shows, and events are shot with a multitude of cameras and are often cut and mixed live for instantaneous broadcast. This course prepares students for work as part of a multi-cam production team by giving them hands-on experience developing content for multi-cam production, prepping broadcast-ready assets, coordinating and executing live shoots, and live-streaming content on a variety of online platforms.

### **DMA 346 Data Art Practices**

**(Prerequisites: DMAD 326 recommended)** The use of data as material in creative media works has established itself as a potent mode of artistic expression, and creative and critical investigation and examination of the world. Using various sources of data, and creating visualizations, narratives, and interactive works, media artists have begun to conduct their own critical interventions in the world, developing a new branch of research-based critical art practice. This course will train students in the history and practice of data-driven, investigative and critical media art making, with the aim of preparing them for further developing their skills in visualizing, presenting, and interpreting information in creative ways that have an impact on their audiences.

### **DMA 349 Adapting Literature to the Screen**

**(Prerequisite: ENCMP 110 with a grade of C or above)** This course will examine how film is linked to other forms of storytelling such as the novel, short story, and theater. Students will learn to identify, and effectively express, the visual components of literature as well as the literary components of film through an analysis of plot, character, dialogue, setting, theme, and symbolism. Issues related to style, adaptation, translation, and interpretation will also be discussed. There will be opportunities through written and oral responses to develop the visual literacy required to “read” films, develop a vocabulary for analyzing literature and film, and ultimately come to a practical understanding of how to transfer literature into screenplay format through the production of a short screenplay.

### **DMA 353 Advanced Post-Production**

**(Prerequisite: COM 230)** In this course students will learn to harness the power of professional-level software in order to edit projects, add visual effects and motion graphics, mix and master audio, execute color grades, and prep projects for distribution to a variety of outlets. As students explore these disciplines they will better grasp best practices for how to collaborate with large teams of professionals charged with delivering films and video that meet the exacting standards of contemporary audiences.

### **DMA 356 Editing Genre**

**(Prerequisite: COM 230)** This course will provide students with a practical overview of the film editing process, giving them the tools to be able to utilize editing software effectively. It will also give students an understanding of the stylistic characteristics of film genres and genre production and a practical knowledge of the different editing techniques used these. Students starting the course should have a fundamental understanding of the basics of film production as well as a basic knowledge of digital editing software such as the Final Cut Pro Editing suite.dd

### **DMA 360 Videogames**

**(Prerequisite: ENCMP 110 with a grade of C or above)** This course will serve as a primary introduction to the art and craft of interactive storytelling and narrative design for video games. Students will gain an intimate understanding of the challenges and demands that come with writing for what many consider to be the most complex and collaborative medium of our time.

### **DMA 390 Digital Video Portfolio Development**

**(Prerequisite: COM 230)** Professionals in contemporary video production are increasingly required to demonstrate proficiency in a variety of areas that were once the preserve of specialists: the cameraman of old is more often than not today's writer/director/camera operator/editor/sound mixer. This course aims to help students produce a body of work that will enable them to continue their professional development as part of a graduate program or by working in the field. Students in Digital Video Portfolio Development will emerge from 152the course with the skills required to work efficiently in the wide range of positions and production environments that together constitute the industry's landscape.

### **DMA 398 Internship: Digital Media Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Digital Production obtained through the Career Services Center)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will is scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **DMA 399 Special Topics in Digital Media Studies**

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

### **DMA 434 TV Production Practicum I**

**(Prerequisites: DMA 333. Corequisite: EXP 1015 Media Production Workshop and the recommendation of the professor)** DMA 434 is a hands-on workshop-style course that is ideal for students who have successfully completed TV Studio Lab and who want to continue working on program development and asset management as well as gaining experience working video switchers, audio mixers, cameras, and lights in demanding live production scenarios. DMA 434 concentrates on producing series and event programming for JCUTV. The course will convene each week for production meetings but students will also be expected to work extensively in the studio and on location outside of class hours.

### **DMA 435 TV Production Practicum II**

**(Prerequisites: DMA 434 TV Production Practicum I)** DMA 435 is a hands-on workshop-style course that builds on the experience students gained during DMA 434. Students who enroll in 435 will take a leading role in the studio as showrunners for JCUTV. They will develop at least one format, producing a show bible for the semester as well for the use of future sections of DMA 434. They will develop their series' identity and oversee the creation of assets required for principal photography/post before producing a minimum of three episodes for the semester. Students will also be responsible for promoting the show. The course will convene each week for production meetings, but students will also be expected to work extensively in the studio and on location outside of class hours.

### **DMAD 323 Short-form Video: History and Practice**

**(Prerequisite: COM 230 or ARTDE 215)** Short-form videomaking commonly utilized in social media ties current mediamaking practices with the early history of film. It is now one of the predominant means of communication in social media. Historically, the short has taken on many forms, including animation, avant-garde art, propaganda, news reels, advertising, education, music videos, viral media, fan media, mash-ups, video essays, documentary and news. In this course, students will perform a number of practical production exercises that engage various short-form formats to allow for a deeper historical and aesthetic understanding of audiovisual media. By developing projects that involve planning and targeting audiences, this course will also develop strategic communication skills and expand the creative palate. Students are expected to have prior experience in basic video editing and camera work.

### **DMAD 326 Creative Coding**

**(Prerequisites: COM 311 or permission of the instructor)** This course will introduce students to the creative possibilities of computer coding as a media art practice. In this course, we will survey the world of code-based media art and learn the basic technical and aesthetic skills needed to begin to make our own works. Students will gain confidence

using computer languages as aesthetic tools and will become familiar with key works and trends in code-based media practice.

### **DMME 372 Essay Films and Video Essays: Theory and Practices**

**(Prerequisites: COM 230, Junior Standing or permission of the instructor)** Recent decades have seen rapid growth in two interrelated fields of contemporary film and screen culture: the production of essay films, and the making and online distribution of digital video essays. The course offers a comprehensive exploration of these two increasingly influential forms of audiovisual expression. By combining historical analysis, theoretical inquiry, and hands-on practice, students will engage with the origins, evolution, and contemporary relevance of these exciting creative practices, while also developing the necessary conceptual and technical skills to create their own critical video essays, using the digital filming and editing facilities available.

### **DMME 380 Editing, Remixing and Critical Media Practice**

**(Prerequisites: Junior Standing, COM 230)** The course focuses on the variety of new forms of critical engagement with audiovisual media --transformative remix videos, mash-ups, re-cuts, vids and the 'video essay'. All of these formats entail the appropriation and reutilization of pre-existing audiovisual footage — pulled from films, television programs, commercials, music videos, and so forth — in a way that deconstructs, questions, critiques, subverts or analyzes its aesthetic construction and cultural meaning. Students will expand their conceptual and technical skills by engaging these emerging forms of critical media practice, both by tracing their historical development and their relation to preceding trends in avant-garde cinema and contemporary art, and by creating their own political remix videos and analytical video essays. The course alternates weekly screenings and seminars, and includes four Final Cut Pro editing tutorials spread throughout the semester.

### **DMME 387 Expanded Cinema**

**(Prerequisite: Junior Standing)** Though often overlooked, the act of projection is at the heart of cinema (the act or process of causing a picture to appear on a surface). This studio course focuses on the creation of moving image-based work, exploring how time and space are used as materials to create form and inspire content within the contemporary film genre known as expanded cinema. The technical, historical and psychological aspects of the projected image will be studied in order to re-think cinema as a group and investigate how the projected image can find meaning outside the black box of theaters or the white cube of galleries. Two personal experimental video projects will lead to a final group video installation that will use the environment within the vicinity of John Cabot University's campus (Trastevere neighborhood) to inspire site-specific works while also becoming the location of the final outdoor projection event.

### **DMCS 336 Interactive Digital Media Art**

**(Prerequisites: (DMAD 326 recommended))** In this course, students will study and practice interactive digital media art as a phenomenon, and a creative practice of their

own. Through working with sensor-based devices, such as Arduinos and Raspberry Pis, students will learn the creative coding techniques and aesthetic principles involved in making interactive media art projects that respond to environmental input as well as audience/spectator interactions. Alongside study of existing media works and developing their own projects, students will engage critically, through key readings, with theories of interactivity in the arts, of affect, and of the role of technology in creativity.

### **DMCW 334 Writers' Workshop: Screenwriting for Episodic Television**

**(Prerequisite: ENCMP 110 with a grade of C or above)** Writers' Room is an immersive workshop-style course that places students in the shoes of a television writer working to break a season's worth of story and write a screenplay that advances the program's plot and develops its themes while maintaining characterization and tone consistent with the vision of the showrunner. Students will learn how to pitch ideas, collaborate with others writers (giving and taking notes) and express themselves in the voice of the show. The course covers the economic, historical, and aesthetic foundations of contemporary television writing and production and will prepare students to evaluate, develop, and pitch series ideas for episodic television, evaluate and develop episode ideas in a collaborative working environment in line with the tone of the show and produce effective written material (pitches, summaries, show bibles, screenplays) that adhere to professional standards.

### **DMCW 348 Creative Writing Workshop: Screenwriting**

**(Prerequisite: ENCMP 110 with a grade of C or above)** This creative writing workshop helps students to develop the creative, editorial and reading skills needed for the production of a screenplay, based on the following principles: focus on visual story telling using minimal dialogue, introduction to story analysis using published screenplays and clips, and the exploration of narrative development. Material will be presented in the form of lectures, discussions, handouts, writing exercises, as well as screenings. In the context of a creative writing workshop, students will complete in-class and at home writing exercises. Students will also be required to provide their 154fellow writers with thorough feedback. Finally, students will pitch ideas in preparation for a full script, to be presented and critiqued at the end of the term.

### **DMDJ 340 Podcast and Radio Production**

Since 2004 when it began, podcasting has grown in popularity, featuring subjects that range from politics to entertainment to history to self-help. This course will focus on the essential skills for podcast production and will give students a working knowledge of current trends in audio production. This course is designed to familiarize students with all aspects of podcasting and to train students to think critically about stories they consume. Students will learn how to identify an audience, distribute and market their podcast, all within a framework of ethical production.

### **DMME 342 Experimental Film**

The course surveys the major experimental film and video movements of the twentieth and twenty-first century by closely examining the audiovisual works and theories of

artists that are in dialogue with and run parallel to commercial cinema industries. Supporting and interweaving this historical review through assignments, students will focus on analysis, engage with curatorial methods and issues, and explore the creative act of experimentation with short audiovisual works through personal mobile device technology.

### **DMMU 298 Survey of Hip Hop Media, Production, and Culture**

This class aims to introduce you to the world of hip-hop by examining recordings, music videos, films, fashion, dance styles and other creative media relevant to the development of hip hop culture. This course will consider hip-hop as a framework for understanding community, cultural identity, entrepreneurship, and creativity. These concepts will be put into practice through audio assignments such as the creation of original music. Students will also learn the basics of digital audio production and editing software as well as practical skills for creating musical compositions. M-DMA 331 Documentary Workshop (Prerequisite: COM 230) In this production workshop, students will investigate different approaches to documentary cinema as well as the various techniques available for telling a story in documentary form. Students will apply the acquired theoretical notions in three practical exercises: a location sketch, an interview and a personal essay film. At the end of the workshop, students will have three short films and a deeper understanding of the conceptual, aesthetic as well as ethical issues involved in documentary filmmaking.

### **MEDIA 200 Media Industries**

**(COM 111 or permission of the instructor)** This course offers a historical overview of the mass media communication industries, including print, visual, electronic, and digital media. It looks at issues such as the institutional, social, and technological histories of the media, the impact of economic factors and business models in shaping content, and regulatory policies. It introduces students to the study of the political economy of media, offering a critical understanding of the ways in which contemporary creative industries function.

### **MEDIA 208 Visual Activism: Theory and Practice**

**(COM 111 or permission of the instructor)** The course aims to explore theories and practices of visual activism. In dialogue with different media forms, through diverse examples of visual activism (from a transnational perspective) it aims to establish the significance of the visual in activist practices and social movements. Through an interdisciplinary and intersectional approach, the course engages with different strategies and forms of counter visibility and protest in media from the early twentieth century up through contemporary examples. Drawing on cinema, TV, contemporary art, digital media, public spaces and popular culture, the course will address topics like social and racial justice, decolonization, gender equality, immigration, climate crisis, LGBTQIA+ visibility, inviting students to actively engage and participate in practices of visual activism.

### **MEDIA 234 Games in Society**

This course gives students a critical, historical, and cultural perspective on games and related forms of mediated culture in society. Through an examination of tabletop, card, and board games; physical games; videogames; and other interactive forms, the course introduces students to current issues, key debates, and emerging directions in the field of game design and in the cultures that shape and are shaped by play. It introduces students to games as complex systems of meaning, expression, and interaction that reflect and influence social values, identities, and power structures. As cultural artifacts, games both emerge from and contribute to broader cultural contexts, offering insight into how people create, share, and contest meaning. Students develop critical tools to analyze gameplay as well as to use play itself as a form of critique as they approach concepts of game design.

### **MEDIA 280 Intercultural Communications**

An exploration of some of the historical and political conditions that make intercultural communication possible, the barriers that exist to effective intercultural communication, and possible solutions to the problem of intercultural misunderstanding. The course examines examples of differences in communication styles not only between cultures but also within. As a result, issues of race, nation, class, gender, religion, immigration, and sexual orientation will be of significant concern. The course stresses the notion that knowledge of human beings is always knowledge produced from a particular location and for a particular purpose. As a result it encourages students to think carefully about the discipline of Intercultural Communication—its conditions of possibility, its assumptions, and its blind spots—as well the need to be mindful of the limitations and interests of our positioning as investigating subjects.

### **MEDIA 299 Special Topics in Media Studies**

**(Prerequisites: As indicated by the specific topic and instructor)** These courses are specific introductions to intermediate work in the field of Media Studies. They select particular issues or areas of study—such as Media and Violence, or African Cinema—and incorporate specific theories to investigate the topics—such semiotics, post-colonial theory, or postmodern criticism.

### **MEDIA 300 Introduction to Critical Media Studies and Research Methods**

**(Prerequisite: COM 220. Recommended: COM 311)** The aim of this course is to map and explore the canonical scholarship and central research methods in critical media and cultural studies to prepare students to perform advanced and evidence-based media analysis and research. By highlighting key themes and methodologies of the field, the course synthesizes themes from lower-level communications and media studies courses to provide a foundation for advanced study in media. The course applies approaches to inquiry and research practice that students will encounter in a range of courses offered by the program.

### **MEDIA 310 Media and Cultural Analysis: Close Readings/Interpretations of Cultural Artifacts**

**(Prerequisite: ENCMP 110 with a grade of C or above; COM 220 recommended)** From Andre Bazin's analysis of de Sica's *Bicycle Thieves* to Roland Barthes' interpretation of a photo of a black soldier on the cover of *Paris Match* magazine, close readings of media texts have long been a valued aspect of the field of communications. This course offers students the unique opportunity to critically analyze a single, notable media text—be it an album, a TV series, a graphic novel, etc.—and explore in detail the expressive significance, the artistic merit, the social impact and influence, the cultural embeddedness, and associated historical, technological and aesthetic considerations. The course will focus on some of the dominant critical perspectives that have contributed to our understanding of these media texts and their role in society, and investigate this media through a variety of theories and methods.

### **MEDIA 311 Media Audiences: Readers, Listeners, Spectators, Viewers, Gamers, and Fans**

**(Prerequisite: COM 220)** The course provides a general overview of the historical, critical and industrial approaches to that most elusive of components comprising the communications process: the audience, alternately characterized as 'readers', 'listeners', 'spectators', 'viewers,' and/or 'users'. The course will look at the very particular ways in which a relationship is constructed between media texts and those who receive, consume, and interpret these while at the same time investigate, critically, the different approaches that have attempted to explain this particular relationship within the field of mass communications studies.

### **MEDIA 314 Myth and Animation**

**(Prerequisite: COM 220)** The course investigates how myths, universal narratives and archetypal paradigms find their way into contemporary media products. Mythology, the body of inherited myths in any culture, is at the core of narrative processes, and any new text recasts one or more fundamental myths for the society that develops it, renewing its validity for the society itself. By using the animated feature films produced by Disney throughout the twentieth century and into the twenty-first, the course traces the use of children's media in general and how Disney products in particular make use of these traditional narratives, thus providing a valuable observation point from which to survey the relationship between media, social context, and audience.

### **MEDIA 315 European Mass Media**

**(Prerequisite: COM 220)** A study of the European mass media, including film, television, radio, the press and publishing, and new information technologies. The course will analyze the political, economic, social, and cultural forces that have shaped the particular forms of media systems in Europe, and how these same forces were affected following the end of the Cold War. Special emphasis will be placed on Italy as a particular case study, in order to observe the effects of regulation, technological development, political and ideological shifts, and the forces of globalization on a specific national media system.

### **MEDIA 316 Popular Music and Mass Culture**

From the cylinders to MP3s, from Tin Pan Alley to death metal, this is a general survey course exploring and analyzing the history and meaning of popular recorded music within mass culture and society. It focuses on the historical, aesthetic, social, political-economic and technological developments that have shaped the very definition of the popular in the musical field. The course covers various aspects of recorded music from the history of the recording industry to the concept of the recorded, from rock and other nationally specific styles to the rise of MTV and beyond.

### **MEDIA 317 Television and Democracy in Italy**

**(Prerequisite: COM 220)** This course presents an investigation into the complex relationship between television and politics in Italy, whose most notorious embodiment is former prime minister and television tycoon Silvio Berlusconi. The first part of the course will provide a historical overview needed to account for the development of such extraordinary interpenetration between economic, cultural, and political powers. Special emphasis will be given to the transformations of the political public sphere under the mediating effects of commercial television. The second part of the course is centered on a close analysis of a number of contemporary examples of political communications based on the intermeshing between entertainment, information, and politics.

### **MEDIA 318 Comic Books, Graphic Novels, and Visual Storytelling**

The course will be devoted to 'comics' (understood as both serialized comic strips and comic- books) and the more contemporary format of the 'graphic novel'. Other forms of graphic storytelling, ranging from tapestries to children's book illustrations to the underground graphic productions of the counterculture, will also be investigated, including traditions of sequential art in a global context. An initial historical contextualization will be followed by analyses of the form's specificity through a number of theoretical perspectives (including visual culture studies, critical theory, narrative and narration, authorship, ideology, postmodernism, fan cultures, and reception), allowing students to critically engage the works as 'texts'. The relation of the specific visual culture of comics with other mediums -particularly the cinema and gaming- as well as its influence in other realms of popular culture will also be explored.

### **MEDIA 320 Cultural Resistance**

**(Prerequisite: COM 220)** This course analyzes the ways in which diverse cultural practices have been used or understood as political weapons, as attempts to intervene in the historical world. The course will introduce students to a number of approaches –both theoretical and practical, through readings of source texts and analysis of specific case studies—which have investigated the possibility of cultural practice being used as a tool of conflict, dissent, affirmation of identity, and resistance. One of the areas of inquiry will be an investigation of how, in advanced capitalist societies, social and political struggle necessarily happens through an engagement with dominant culture and media forms rather than in spite of them; the course will therefore concentrate on those cultural practices that, although not apparently political in content and aim, can nonetheless be used in politically productive ways. Emphasis will be placed on popular and mass culture

artifacts and on the ways in which 'style' is used by 'sub-cultures' and other social identities in both national and global contexts.

### **MEDIA 321 Contemporary Visual Culture**

**(Prerequisite: Junior Standing. Recommended: COM 111)** The course investigates current trends in visual communication, as well as the methods for how to analyze and contextualize these. Contemporary aspects of media and visual culture will be examined together with modern and historical texts for a well-rounded engagement with the medium as well as the narratives and issues it articulates. Drawing on TV, film, internet memes, contemporary art, digital media, and popular culture, the course may include topics like the impact of celebrity, selfies, postmodern visual practices, identity politics and social movements, memes, and viral media. Students will engage in advanced level visual research and analysis that will foster competencies useful for further cultural studies or media careers.

### **MEDIA 323 Media and the Environment**

**(Prerequisite: COM 220)** As we transition from an industrial model of media distribution to networked communications, corporations and grassroots environmental activists are vying to define environmental opinion in an evolving media landscape. By applying media literacy tools to examine paradigms of communication and ecology we'll seek to understand how media impact environmental concepts, and explore media strategies for addressing issues such as global climate change. The course covers three core concepts: 1) comparing media and environmental ethics and paradigms, 2) environmental messaging, and 3) the interrelationship between the form of media systems and sustainable business practices.

### **MEDIA 324 Political Communication**

The course explores the relationship between media and the electoral process. Students will examine the history and current status of media, campaigns and elections, as well as how they interact to help shape public attitudes about key events and policy decisions. The course aims to build a foundation of issues and developments in the relationship between political actors and the press, so that students gain the skills and knowledge needed to critically evaluate and contextualize contemporary elections. At the end of the semester, students will be able to 1) identify the major developments in the relationship between political actors and the press; 2) understand the current role of the news media and other forms of communications in the electoral process and 3) demonstrate the skills and knowledge needed to critically evaluate contemporary and future elections from a media and communications perspective.

### **MEDIA 326 Meme Culture and Aesthetics**

**(Prerequisites: COM 220)** This course will offer an overview of the history and aesthetics of Internet memes, a cultural phenomenon that is getting more and more relevant by the day. Born in the mid-Nineties in the context of the newly founded World Wide Web, it rapidly evolved from being just a form of humorous, viral-prone type of content, to a more nuanced, complex, and rich language. Memes today can in fact be

considered an art genre: collective, performative, and often ephemeral. The course investigates the different formats and approaches to meme production and tries to contextualize them within the history of image-making and artmaking. Special emphasis will be placed on the analysis of relevant case studies chosen from different contexts and time periods.

### **MEDIA 328 Media Ethics**

This course focuses on the study and application of ethical standards and practices in a variety of communication environments. Classical ethical frameworks and case studies in communication will be studied, as well as alternative methods and ideas aimed at evaluating and responding to communication problems in the context of global media. This course investigates how media ethics apply to professional practice and also explores how consumers and producers of media can respond to the media environment by engaging in cultural citizenship.

### **MEDIA 330 Global Media**

**(Prerequisite: COM 220)** This course is an introduction to the current debate around the relationship between globalization and the media. By linking theoretical conceptions with hands-on empirical research and analysis, students will develop a richer and multi-layered perspective around the increasingly relevant yet contested notion of globalization, and specifically on the role that the media have in advancing, challenging and representing social, political and cultural change across multiple regions of the world.

### **MEDIA 333 TV After TV: Industry Practices, Global Formats and Televisual Style**

**(Prerequisite: COM 220)** What is television's fate in the global digital cultures of convergence? The course examines new programming and advertising strategies in the medium of television, the reconfiguration of traditional and the emergence of new roles within the industry, the development of new global production and distribution strategies and models as well as how these transformations shape actual program content.

### **MEDIA 335 Video Games: Culture & Industry**

**(Prerequisite: COM 220)** This course examines the social, cultural, economic, and political aspects of digital games, their historical development and their articulation with other media and technologies in digitally mediated environments. Topics include the socio-technical aspects of digital gaming, embodiment and space, communities, fan cultures and sub-cultures, spectatorship and performance, gender, race, sexuality, and the politics and economics of production processes.

### **MEDIA 336 The Music Video: From Popular Music to Film, Video and Digital Media**

Since its emergence in the late 1970s, the music video has become the dominant means of advertising popular music and musicians, as well as one of the most influential hybrid media genres in history. In sampling and reworking a century's worth of films and other pop culture artifacts (as well as art objects and concepts), music videos have affected aesthetic style in a wide range of film and television genres, introducing experimental and avant-garde techniques to a mass audience while influencing artistic and aesthetic

movements in their own right. This course will investigate the ways in which popular (recorded) music and visual cultures have reciprocally influenced one another. Music videos will be examined alongside various other media forms including videogames, live concert films, film and television music placement and curation, television title sequences and end credits, user generated content on YouTube, remixes, and mashups. The course will take a particular look at experimental, avant-garde film and video traditions and how they inform music video. Ultimately, the course will specifically treat music videos as a distinct multimedia artistic genre, different from film, television and the popular recorded music they illuminate and help sell.

### **MEDIA 340 Documentary Film**

**(Prerequisite: COM 210)** This course aims to provide a theoretical and historical introduction to the modes and styles of documentary film and video. The theoretical and historical focus will consider the forms and functions of non-fiction film from early Lumiere Brothers shorts to contemporary successful theatrical documentaries such as *Bowling for Columbine* up to the on-line distributed post-9/11 conspiracy films and YouTube. During the first half of the course, the documentary ‘canon’—a set of historically important films and established discourses—will be approached. Over the second half, discrete forms of non-fiction production and reception will be analyzed: the diary mode, the film/video essay, the use of documentary film for social and political movements, the issue of re-enactments and the effects of digital media.

### **MEDIA 345 Ecocinema: Environmentalism and Film**

This course examines a growing subfield of cinema studies, ecocinema, which is devoted to exploring the intersection between film and environmental issues. Ecocinema encompasses a range of movie genres, including documentary, Hollywood blockbusters, eco-horror, indigenous films, and animation. This course investigates how themes like environmental catastrophe, wilderness, animal rights, climate change, the construction of human-nature relations, ecojustice, and environmental politics are communicated through the particular medium properties of film. This course also examines the material impact of film on the environment. During the semester students will study films by combining traditional methods of film criticism with ecocriticism to explore production, aesthetics, narrative, reception, and culture in relationship to environmental themes.

### **MEDIA 355 Media and Genre: Queer Cinema**

This course aims to investigate key theoretical aspects of film, television and/or other media in relation to the question of “genre.” The course will primarily examine genre in three ways: 1) as Communications/Media Studies an industrial category used for marketing purposes; 2) as a system of narrative and audiovisual codes; and 3) as a contract between mediamaker and audience to deliver certain negotiated and contested expectations.

### **MEPL 355 Media and Genre: Queer Cinema**

This course aims to investigate key theoretical aspects of film, television and/or other media in relation to the question of “genre.” The course will primarily examine genre in

three ways: 1) as Communications/Media Studies an industrial category used for marketing purposes; 2) as a system of narrative and audiovisual codes; and 3) as a contract between mediamaker and audience to deliver certain negotiated and contested expectations.

### **MEDIA 365 Social Media: Identities and Culture**

**(Prerequisite: COM 311)** This course explores the state of the online self—the multiple ways in which identities and subjectivities are constructed in the networked environment—with an emphasis on social networking platforms (Instagram, Tinder, Facebook, etc.). The course ties networked identity's impact on a number of current topics, including celebrity, consumer culture, dating, gender, violence, emotion, affect, big data, surveillance, collective action, and privacy. The central question explored throughout the course is how identities and subjectivities are shaped in a networked environment, and how they, in their turn, shape culture, social dynamics and politics in everyday life.

### **MEDIA 366 Labor and Class in the Digital Economy**

**(Prerequisites: COM 311 or permission of the instructor)** This course explores the intersections of labor, class, and the digital economy, examining the transformations of work in contemporary society. It begins by investigating the historical foundations of labor and class structures, including the roles of race and gender in shaping work experiences. The course then delves into the impact of post-Fordism and the rise of the platform economy on value and data extraction, labor organization, worker rights and practices of resistance. Students will critically analyze the social and cultural implications of modern work cultures, digital/platform labor, cognitive labor, the gig economy, ubiquitous surveillance, intensifying robotization, AI and algorithmic control. The course also addresses emerging trends such as technological unemployment, anti-work movements, and the "great resignation." Through a combination of theoretical frameworks and case studies, students will gain a comprehensive understanding of labor dynamics in the 21st century.

### **MEDIA 370 Digital Disruption: Technological Change and Digital Platforms**

**(Prerequisite: Junior Standing; recommended COM 311)** The course will offer a short historical overview of the relationships between media change and technological disruption, culminating with the intensification of digital media, networking technologies and digital platforms. The course will explore the impact and changes led by digital disruption on social relationships, business models, entrepreneurial practices and the labor condition, communication and culture, as well as on political processes and engagement. The core question investigated throughout the course is how the disruptive logic of digitalization generates anxieties and hopes that condition networked media platforms.

### **MEDIA 375 AI and Critical Art Practices: Ethics, Aesthetics, Labor**

**(Prerequisites: COM 311 or permission of the instructor)** This course explores the latest developments in the field of artificial intelligence (AI) through critical artistic

practices. By looking at different modes of cutting-edge research-based work from artists, scholars, and activists from across the planet, the course reflects upon the implications of AI in transforming traditional notions of creativity, authorship, and labor in general. Such critical works will be used to shed light on the materialities of this technological innovation, its impact on the environment, and the processes of extraction and exploitation that are embedded within the very practice of compiling a dataset and training Large Language Models (LLMs) upon which generative AI works. The course takes on a decolonial approach, considering how technology has been historically used as a tool of colonialism, and how contemporary advancements in the field of AI continue to perpetuate the colonial power dynamics of extraction and exploitation. It also considers how a de-colonial standpoint can offer alternative perspectives for understanding and critiquing the impact of AI on society, culture, and politics.

### **MEDIA 396 Communicating Democracy**

**(Prerequisites: Junior Standing or permission of the instructor)** This course surveys the many ways the aspiration called “democracy” has been theorized as a communicative phenomenon. That is, explicitly or implicitly, each articulation of democracy understands it as a phenomenon that is, in a real sense, made through communication, through the so-called people organizing itself coherently via shared conditions, values, and desires, and so on. Meanwhile, in a formal sense, candidates for office in representative democracies must make their cases to the public to gain or retain office. In direct forms of democracy, decision-making takes place through (ideally) a formal process of debate and deliberation. Thus, in the various forms of democracy that have been theorized or experimentally enacted in the world, necessarily at heart is communication. But, more importantly, beneath these various images of democracy is a more fundamental question about the limits of the communicability of the demos, and, thus, the power it can or cannot wield without remainder.

### **MEDIA 398 Internship: Media Studies Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Communications obtained through the Career Services Center)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern 127 Communications/Media Studies may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar’s Office or their

Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **MEDIA 399 Special Topics in Media Studies**

**(Prerequisite: COM 220)** These are upper level courses which focus on special areas and issues within the field of Media Studies that give students in-depth exposure to particular theories within the field.

### **MEDIA 523 Media and the Environment**

**(Prerequisite: COM 220 and Junior Standing)** As we transition from an industrial model of media distribution to networked communications, corporations and grassroots environmental activists are vying to define environmental opinion in an evolving media landscape. By applying media literacy tools to examine paradigms of communication and ecology we'll seek to understand how media impact environmental concepts, and explore media strategies for addressing issues such as global climate change. The course covers three core concepts: 1) comparing media and environmental ethics and paradigms, 2) environmental messaging, and 3) the interrelationship between the form of media systems and sustainable business practices.

### **MEDIA 528 Media Ethics**

This course focuses on the study and application of ethical standards and practices in a variety of communication environments. Classical ethical frameworks and case studies in communication will be studied, as well as alternative methods and ideas aimed at evaluating and responding to communication problems in the context of global media. This course investigates how media ethics apply to professional practice and also explores how consumers and producers of media can respond to the media environment by engaging in cultural citizenship. Students are expected to conduct extensive graduate level research on a case study that underlines the course themes.

### **MEDIA 533 TV after TV: Industry Practices, Global Formats and Televisual Style**

What is television's fate in the global digital cultures of convergence? The course examines new programming and advertising strategies in the medium of television, the reconfiguration of traditional and the emergence of new roles within the industry, the development of new global production and distribution strategies and models as well as how these transformations shape actual program content. This is a graduate level course where students are expected to do higher level work and develop an advanced research project in consultation with the professor.

### **MEDIA 545 Ecocinema: Environmentalism and Film**

This course examines a growing subfield of cinema studies, ecocinema, which is devoted to exploring the intersection between film and environmental issues. Ecocinema encompasses a range of movie genres, including documentary, Hollywood blockbusters, eco-horror, indigenous films, and animation. This course investigates how themes like environmental catastrophe, wilderness, animal rights, climate change, the construction of human-nature relations, ecojustice, and environmental politics are communicated

through the particular medium properties of film. 127 This course also examines the material impact of film on the environment. During the semester students will study films by combining traditional methods of film criticism with ecocriticism to explore production, aesthetics, narrative, reception, and culture in relationship to environmental themes.

### **MEBU 385 Surveillance, Privacy and Social Identities: Practices and Representations**

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

### **MEGD 346 Pop Music, Gender and Sexuality**

**(Prerequisites: COM 220, MEDIA 316, MEGD 360 or permission of the instructor)**

The course examines the relationship between popular music and constructed understandings of gender and sexuality. Students will learn to critically evaluate and deconstruct traditional representations of gender and sexuality and the ways in which they influence musical practices at the level of production, dissemination and consumption. Canonical, alternative and ambivalent representations of masculinity and femininity and other subjectivities beyond the binary will be analyzed from different theoretical perspectives (e.g. popular music studies, media theory, feminist theory, queer theory). The course will also investigate understandings and representations of queerness in popular music which often articulate themselves either as enriching exposition or mere commercial exploitation. Strong emphasis will be placed on notions of intersectionality with other social positionings (race, class, etc).

### **MEGD 350 Queer Cinema**

This course provides an overview of LGBTQ+ film (both in terms of representation and production) and introduces a wide range of historical and cultural contexts for this cinema. Narrative and filmic techniques of Queer cinema will be explored, as well as the historical development within queer culture and history, the changing philosophies about queer representation, and the relationship to mainstream film industries, with special emphasis on a diverse range of films, filmmakers and eras.

### **MEGD 353 Women in Film**

This course introduces the issues that feminist theories pose for the analysis of films and culture. These issues are usually framed in reference to women's access to and roles in

the production of media and women's representation within these media. Correspondingly, the course offers two major sections of investigation. First, we will explore the historical development of women's roles in the cinema as creative artists. Second, we will explore the various ways in which women's roles in the film industry intersect with the wider identity political issues of race, class, sexuality, and national identity.

### **MEGD 301 Masculinities in Film**

**(COM 210 or GDSO 200 or permission of the instructor)** This course examines how cinema constructs, challenges, and reimagines masculine identities. Drawing on film studies, feminist and queer theory, and critical masculinity studies, we analyze how dominant models of masculine representation are both perpetuated and contested. Through close analysis of films across eras, genres, and cultural contexts, we explore recurring questions about masculine representation, power, vulnerability, and identity. Special emphasis is placed on understanding how films both reflect and shape cultural understanding of masculinity, while examining possibilities for new imaginaries of masculine expression.

### **MEGD 360 Race and Gender in Popular Media**

**(Prerequisite: COM 220 or permission of the instructor)** Using contemporary theoretical approaches, this course examines both Race and Gender as social constructions, and the role and function of Cinema and Television texts in circulating and contesting those constructions. Focusing on analyzing Cinema and Television texts for their construction of meaning, this course looks at the complex ideological operations at stake in the operations, maintenance, and resistance to meanings constructed around race and gender.

### **MEGD 364 Feminist Media Studies**

**(Prerequisites: COM 220 or permission of the instructor)** This course will introduce students to feminist media studies as a critical approach to examine enduring and emerging trends in media production and consumption, and to envisioning action for change. In this course we will privilege an intersectional and transnational feminist perspective by considering how media forms, industries, and practices are shaped by interconnected inequalities of gender, race, class and sexuality in a global context. Students will become familiar with key concepts and debates in feminist media studies. They will learn how to use them in the analysis of a variety of media texts and technologies as well as in their own experience as media users and makers.

### **MEGD 399 Special Topics in Media Studies: Queer Media**

**(Prerequisite: COM 220 recommended)** Queer media connects a diverse range of cultural products authored by lesbian, gays, transexual, or gender-fluid actors. The course aims to provide students with historical, political, and conceptual accounts to interpret the complexity of queer media. Queer media encompasses different genres and formats, from literature to cinema and digital media. The term "media" channels many kinds of queer authorships within contexts, languages, and practices from around the world.

## **MEGD 399 Special Topics in Media and Gender Studies**

**(Prerequisite: COM 220 recommended)**

### **MEIS 241 Italian Cinema**

**(This course carries 3 semester hours of credit)** This course surveys films, directors, and film movements and styles in Italy from 1945 to the present. The films are examined as complex aesthetic and signifying systems with wider social and cultural relationships to post-war Italy. The role of Italian cinema as participating in the reconstitution and maintenance of post-War Italian culture and as a tool of historiographic inquiry is also investigated. Realism, modernism and post-modernism are discussed in relation to Italian cinema in particular and Italian society in general. Films are shown in the original Italian version with English subtitles.

### **MEIS 243 Cinematic Rome**

**(This course carries 3 semester hours of credit)** An analysis of the social, aesthetic, political, and rhetorical implications of cinematic representations of Rome, from silent films to the present. This course will evaluate and discuss ten primary films, along with excerpts from a number of others. We will consider five main topics: Images of Ancient Rome; Before and After World War II; “Americans” in Rome, and Rome in America; Fellini’s Rome; and Urban Angst, Roman Style. As the semester progresses, we will consider how Rome functions as a “character” in the movies, as well as how The Eternal City comprises the mise-en-scène. We will assess the artistic representations of Roman monuments and streetscapes on movie sets, as opposed to location shooting. Special attention will be given to memory construction, as well as the rhetoric of “places and spaces” (how the physical/symbolic setting influences us). In this course, students will visit cinematic landmarks in Rome and write about their experiences

### **MEIS 244 Popular Italian Cinema**

This course seeks to provide frameworks for understanding the popularity of Italian cinema, its historical and cultural development, and the variety and pleasures that the category includes. This course seeks to examine the extraordinary historical popularity of cinema in Italy, providing the scholarly tools to analyze entertainment from the beginning of the sound era to contemporary cinema and will include examples of horror, peplum, melodrama, western and commedia all’italiana. It will enable students to develop critical tools of analysis both for cinema and for cultural studies, and is designed to complement – although not overlap with – other film courses on offer in the university.

### **MELW 271 Argumentation and Debate**

**(Prerequisite: COM 101)** This course is an advanced study of the principles and foundations of debate as a critical decision-making process structured around reasoned discourse. It examines the formal structures of debate and debate format, the use and evaluation of proof, the technique of advocacy, and specific argumentation strategies. Expanding on the formal logic introduced in Public Speaking, it also covers in-depth analysis of fallacies of reason. Using the construction of a Debate brief, students learn the intellectual foundations upon which legal briefs are made.

### **MELW 399 Special Topics in Communications and Law**

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

### **MEPL 312 Social Media, Social Movements, Social Change**

**(Prerequisite: COM 220 or permission of the instructor)** This course examines the technological capabilities, organizational structures, social effects, and ethical implications behind the use of social media platforms –Twitter, Facebook and others-- in recent social movement organizing. The course will investigate how social media have been utilized and rendered effective by a variety of social movements and in a diversity of contexts and interests, from the Arab Spring, to Black Lives Matter, to It Gets Better. Students will be offered a broad overview of the affordances of social media for mobilizing for social change or political action. Students will consistently engage with critical concepts from both classic social theory and new media studies put forward both by scholars and organizers.

### **MEPL 331 Media in the Arab World**

**(Prerequisite: COM 220 or permission of the instructor)** This course examines the various media systems, both news and entertainment, from the southern Mediterranean all the way to Iran through screenings of films and television programs from the region. The topics to be covered include the motion picture industry, news and entertainment media, including satellite TV , magazines, newspapers, internet, and alternative media and their role in the perception and practice of Middle Eastern politics and culture. Special emphasis will be put on questions of gender as well as the use of the media by social movements and the ways these transform the institutional arrangements between the media, publics and governments, both nationally and transnationally.

### **MEPL 348 War, Terrorism, and Violence in Visual Culture**

**(Prerequisite: Junior Standing or permission of the instructor)** This course examines violence and terror as inherent structural components of contemporary politics and media. Students will study how the performance of violence in the contemporary media landscape has shaped new visual cultures, such as emergent modes of producing evidence, bearing witness and archiving personal and collective memories of traumatic events. Conversely, the course examines how visual culture has dramatically impacted on the way in which we understand and consume violence and terror. Subsequently, students will examine the relationship between violence and visibility, the performance of terror and its representational regimes, through a variety of global visual media from around the world. Example include Hollywood movies; art documentaries; amateur films; photographs; art projects and performances; user-generated videos (including audiovisual material produced by armed groups and terrorist organizations); and state produced media.

### **MEDIA 356 Tech Elites and Political Imaginaries**

**(Prerequisites: COM 311 or permission of the instructor)** The course investigates how digital infrastructures and platform systems have reconfigured power, giving rise to a global elite of technology entrepreneurs with growing political agency. The course

analyzes how tech corporations and their leaders shape the conditions under which political authority, collective knowledge, and the social imagination of the future are produced.

### **MEPL 399 Special Topics in Media Studies and Political Science**

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

### **MESO 325 Advanced Intercultural Communication**

**(Recommended: Junior status, COM 280 and/or SOSC 202)** In a world in which sharp inequalities often accompany cultural differences, what kinds of intercultural communication theory and practice can aid us in building constructive relationships among unequally positioned cultural identities? This course examines theoretical and practical issues in intercultural communication, as an increased awareness of asymmetrical power relationships and their historical contexts can lead to improved communication between persons from differently situated cultural identities. Drawing on case studies, this course will provide students with the opportunity to investigate how mediated power influences intercultural communication. Through lectures, screenings, written assignments, exploring Rome's environment, class discussion, and engaged methodology, students will explore some of the societal issues and conflicts that are often framed as cultural and attempt to uncover the relationships of power and inequality that may reside within them.

### **MESO 327 Urban Media**

**(Recommended: COM 220)** This course maps and explores the critical scholarship as well as practice-based research methods in the field of "urban humanities," including urban media studies and urban cultural studies. The course examines how media and the city relate to each other. Specifically, how cities are central locations for media, how cities are represented in different media forms, and finally how cities can be critically understood as sentient, smart, digital and post-digital environments. The course aims at answering interdisciplinary research questions, such as: How can a city be considered a medium? How does the city structure communication and cultural expressions? How is media infrastructure entangled with urban life? These questions will be applied to the study of specific sites in Rome, while students will be offered a broad overview of different case studies from a variety of contexts. The course provides critical knowledge of applied interdisciplinary ethnographic methods for analyzing urban media environments.

### **METH 246 Russian Cinema**

This course covers the development of Russian cinema from the Revolution of 1917 to the present, with attention focused both on the aesthetic features of the periods under consideration and the political, social and cultural factors that affected the efforts of Russian filmmakers to create their works. We examine the innovative 1920s of Soviet Russia, the clampdown on art under Stalin of the 1930s, the patriotic films of the World War II period, thawing of artistic controls of 1953-1985, and the evolution of Russian film in post-Soviet Russia in the early twenty-first century.



## **COMPUTER SCIENCE**

### **CS 101 Introduction to Computer Science**

This course offers an overview and an introduction to the capabilities and limitations of computing and digital multimedia; the theoretical foundations of computing that drive future computing and technological advancements; computer software including operating system and application software; fundamentals of computer networks and the Internet; networks types and standard protocols; cloud computing; next generation Internet or “Internet of the things”; additive manufacturing and 3D printers for business; business intelligence, data analysis, digital contact with customers; privacy and personal data protection on the Internet; “Cyber war,” computer risk, and security concerns.

### **CS 102 Introduction to Artificial Intelligence Concepts**

This course provides a broad, non-technical introduction to Artificial Intelligence. No prior programming experience is required. Students will explore the foundational building blocks of AI, from pre-machine learning era to modern AI assistants. Through real-world examples, case studies, and critical discussions, the course examines how AI systems are designed, how they function, and how we interact with them.

### **CS 110 Professional Office Applications**

This course helps students develop the advanced skills that are necessary to professionally format word processing documents, manage and analyze data, and present results to an audience. The course follows best practices and reviews available internet tools for data storage and sharing.

### **CS 130 Web Design I**

The premise of this course is that a web site differs from a traditional media publication because its contents can be updated at any moment, many possibilities exist for making it interactive, and reader attention span is short. The course provides students with technical knowledge and skills required to build a web site, while covering design, communication, and computer-human interaction issues. Topics include web history, HTML, style sheets, and effective information searching. As a final project, students create a web site on a liberal arts topic, which will be judged by the instructor and a reader specialized in the chosen topic.

### **CS 131 Web Design II**

**(Prerequisite: CS 130)** The course provides students with the technical knowledge required to deal with the professional process of designing, developing, installing and maintaining a business web site.

### **CS 160 Programming Concepts and Applications**

This course introduces fundamental computer programming concepts using a high-level language and a modern development environment. Programming skills include sequential, selection, and repetition control structures, functions, input and output,

primitive data types, basic data structures including arrays and pointers, objects, and classes. Software engineering skills include problem solving, program design, and debugging practices. The goal of this course is to advance students' computational thinking, educate them to use programs as tools in their own field of study, and to provide them with fundamental knowledge of programming strategies.

### **CS 200 Discrete Structures**

**(Prerequisites: Placement into MATH 197 or completion of MATH 100 or MATH 101)** This course introduces the main elements of formal reasoning and its applications to the theory of computation. Starting from the definition of logic statements and elementary structures in discrete mathematics, such as numbers, sets, and graphs, the course discusses the formalization of real-life problems in mathematical and computer science terms. Mathematical tools will be introduced to infer the validity of complex statements starting from elementary ones and different techniques for deriving formal proofs of theorems will be analyzed. Examples of algorithmic solutions to 135 136real-life problems exploiting their formalization will also be presented and discussed, both in terms of correctness and efficiency.

### **CS 212 Introduction to Data Science**

**(Prerequisites: CS 160, MATH 100/101)** This course introduces students to the main concepts of data science, focusing on the practical application of machine learning and deep learning models for classification and prediction. The course explores the statistical foundations, computational techniques, and ethical considerations essential for building and deploying effective AI solutions. Through a project-based learning approach, students will gain hands-on experience applying data science methodologies to real-world problems. Using open, pre-existing datasets, they will learn to formulate, execute, and evaluate data science projects. Topics covered include descriptive statistics, elementary probability theory, basics of linear algebra; supervised and unsupervised learning, parametric and nonparametric decision-making; AI bias, fairness and accountability.

### **CS 230 Introduction to Infographics**

**(Recommended: CS 110)** This introductory course provides an overview for visual representation of data. It is designed to cover the differences between infographics and visualization. Through both theory and applied practice the course covers specifics related to basic graphic design, online publishing, and corporate communication as it relates to large amounts of data and visually representing data in creative and meaningful ways.

### **CS 235 Data Visualization**

**(Recommended: One previous course in CS)** This course introduces data visualization, an area of computer science devoted to producing visual representations of data to support user understanding and analysis. The course discusses the need for high-quality visualizations and introduces the visualization design pipeline to transform data sets to visualizations using established guiding questions. Students learn about commonly employed techniques in data and task abstraction and explore various idioms for the

design of visualizations for typical data types such as tables, spatial data, and networks. Important properties and limitations of human vision and perception, and how visualizations can accommodate the resulting requirements, are also discussed. The course concludes with an overview of techniques for evaluating visualizations and emerging trends in visualization research. Examples of established techniques reinforce the theoretical part of the class. On the applied side, students get familiar with state-of-the-art software packages that allow the generation of high-quality visualizations. At the end of the course, students produce visualizations of a selected real-world data set.

### **CS 305 Addictive Technologies: Design Principles and Ethical Implications**

This course examines the design principles and social and ethical implications of addictive technologies, such as privacy concerns, algorithmic bias, the commodification of attention, and the exploitation of intimacy through AI. Students will critically evaluate the role of information architecture, interface design, and content curation in fostering or mitigating digital dependency. Practical components include auditing digital platforms for addictive design patterns, conducting user behaviour analysis, and developing interventions that promote digital well-being through ethical information design and individual practices. By the end of the course, students will be equipped to apply principles to identify, analyse, and design solutions for healthier digital ecosystems.

### **CS 320 Database and Web Programming**

**(Prerequisite: CS 160)** This course provides an introduction to the principles and practices of database management and web programming. Students will first learn how to design relational database schemas that support efficient storage and retrieval of data. They will then be introduced to basic elements of computer networks that allow for client-server communication over the Internet. Based on these two building blocks, the course will discuss how to implement a relational database into a dynamic Web application using Python, a modern programming language that is popular in the industry.

### **CS 330 Algorithms and Data Structures**

**(Prerequisites: One previous course in Computer Science)** This course covers the main principles of algorithm design, introducing fundamental data structures and basic algorithmic techniques. It also discusses how to perform an analysis of algorithms, to establish their correctness and evaluate their efficiency. The emphasis is on choosing appropriate data structures and designing correct and efficient algorithms to operate on them, following standard algorithmic techniques. Principles of complexity theory and challenges arising in modern application domains are also investigated.

### **CS 340 Intelligent Systems**

**(Pre-requisites: CS 160 and one of CS 200 or STATS 208. Recommended: CS 330)** This course introduces students to the theory and practice of intelligent systems. It covers both historical and modern approaches to Artificial Intelligence, with hands-on experience in coding intelligent behaviours and integrating AI models into software projects. Special emphasis is placed on critical thinking, creative applications, and the effective use of modern AI-assisted coding tools.

### **CS 370 Writing and Communication in Science and Technology**

**(Prerequisites: ENCMP 110, CS 200 or MATH 200, and Junior standing)** This course develops students' ability to communicate effectively in technical, scientific, and interdisciplinary environments. Students will learn the main principles of writing research papers, technical reports, and software documentation, and of communicating complex ideas in an effective way, adapting style to different audiences and fields. The course emphasizes clarity, structure, and purpose in both written, visual, and oral formats. Students will gain experience with academic and professional writing conventions and responsibilities, and will explore tools and frameworks for producing professional documents in STEM disciplines, such as LaTeX.

### **CS 399 Special Topics in Computer Science**

May be taken more than once for credit.

### **CS 480 Capstone Seminar in Computer and Information Science**

**(Prerequisites: Senior standing, CS 320, CS 330, CSMG 350, CS 370)** This capstone course integrates the technical and problem-solving skills, and the interdisciplinary knowledge acquired in the core courses, for the development of student projects with applications in any domain where technology plays a significant role. The course examines how to propose, analyze, design, implement, and present a software or a research project, according to relevant principles and best practice. Beyond the technical dimension, the course develops professional skills that are essential in the field: ethical reasoning in technology design and deployment, written and oral communication for both technical and non-technical audiences, and the use of industry-standard tools for project management and collaboration.

### **CSLW 301 The Legal, Ethical, and Social Dimensions of AI and Digital Systems**

**(Prerequisites: Junior standing)** This course explores how technology and society mutually shape each other, examining the profound impact of digital platforms and AI on human life and institutions, as well as the technical challenges arising from the legal, ethical, and social requirements that guide responsible innovation. The course analyzes key issues including privacy, surveillance, algorithmic bias, hate speech recognition, and content moderation, as well as the ethical responsibilities of technology developers and policymakers. Particular attention is given to the main technical and design challenges of adapting digital platforms and AI systems to diverse regulatory frameworks, cultural contexts, and ethical expectations around the world.

### **CSMG 310 Technologies and Strategies for the Sustainable Enterprise**

**(Prerequisites: Placement into MATH 197 or completion of MATH 100 or MATH 101; Junior standing)** Information and communication technologies (ICTs) impact the environment in various ways, ranging from the extraction of resources to produce machines, to their disposal as e-waste. Server farms consume a massive amount of energy and water resources, contributing to climate change. On the other hand, positive impacts of digital technologies are also evident in transports, energy efficiency and conservation, service industry, and social life. This course investigates the enabling technologies related

to ICT and energy to reduce the emission of greenhouse gases (GHG) in all segments of the creation of value, and the evaluation of the environmental impact according to ESG (environmental, social, governance) criteria and government systems of compliance. The course also discusses ongoing and future approaches and technological tools to continuously monitor and improve performance, thus assuring compliance with emergent environmental and emission regulations.

### **CSMG 328 Digital Service Design**

This course presents and applies the methodologies used by project managers to design, plan, and develop digital services (e.g. mobile apps, games, software). It explores the complexities of how digital products create value for users and the strategies to sustain the value creation process in the long term. The course also explains the methodologies to investigate users' needs, collect product requirements, and design effective user journeys for digital artefacts. It reviews fundamental project management and planning frameworks typical of information systems and software engineering.

### **CSMG 337 Cybersecurity and Data Privacy Management**

**(Prerequisites: One previous course in Computer Science)** This course will introduce students to the key issues in Cybersecurity Management and Privacy and contribute to raising their awareness of related concerns. It will also cover the basics of Information Security, Business Continuity, and Risk Management. Students will be provided with fundamental knowledge of personal data protection, as well as confidentiality, integrity and availability of individuals' and companies' sensitive information and valuable assets. Classes will involve a mixture of lectures, seminar discussions, and in-class activities and labs. Each practical class will culminate in an assessed exercise.

### **CSMG 338 Management Information Systems**

**(Prerequisite: MGT 301 or Junior Standing)** This course covers the structure, management, and development of business information systems; the nature of business information, computer hardware and computer software; systems analysis, business intelligence, and the development and introduction of business information systems.

### **CSMG 350 Digital Project Management**

**(Prerequisite: Junior Standing)** This course explores project management methodologies, focusing on the complexities of software development in contemporary business and organizational environments. It further explores the intersection between technical execution and strategic oversight, combining established managerial approaches with foundational principles of software engineering. It aims at providing students with the ability to plan, coordinate, and monitor software projects from inception to deployment—balancing time, scope, budget, and quality. Furthermore, the course fosters both leadership and technical competencies, preparing students to drive innovation, manage cross-functional teams, and deliver scalable, maintainable, and user-centered software solutions in dynamic, real-world settings.

### **CSPS 302 Artificial Intelligence Concepts**

**(One previous course in Computer Science or Psychology)** Artificial Intelligence encompasses the theory and development of computer systems able to perform tasks normally requiring biological intelligence, such as visual perception, speech recognition, decision-making, and translation between languages. This course will engage students in a discussion of the key methods used and results reported in this rapidly evolving field. We will also consider the relationships between artificial and biological intelligence – both what they are and what they could or should be – as well as the philosophical and ethical challenges raised by the recent, explosive progress in artificial intelligence research.

## **CREATIVE WRITING**

### **CW 205 Creative Writing Workshop: Mixed Genre**

**(Prerequisite: ENCMP 103 or 105 with a grade of C or above)** This course provides an introduction to the creative practice of writing fiction, poetry, nonfiction, and stage/screen writing, while probing major issues of literary aesthetics. This course does not satisfy the General Distribution requirement in English Literature.

### **CW 350 Creative Writing Workshop: Fiction**

**(Prerequisite: ENCMP 103 or 105 with grade of C or above)** The course aims to develop the creative, editorial, and reading habits needed for the production of literary fiction; to develop self-editing skills; and to foster an aesthetic sensibility for use in writing literary fiction. Students will read both contemporary literary fiction and materials related to analyzing and editing literary fiction and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' fiction, and producing and workshopping their own fiction. Students will compile a portfolio of the work they produce during the term. Students completing this workshop course will be familiar with the skills needed to produce literary fiction, to self-edit work in progress, and to discern the characteristics that make quality literary fiction.

### **CW 352 Creative Writing Workshop: Creative Nonfiction**

**(Prerequisite: ENCMP 103 or 105 with grade of C or above)** This creative writing workshop is designed to help students develop their writing and editorial skills, as well as the reading habits necessary for the production of works of creative nonfiction. The class will focus upon the creative process and the generation of several different forms within the nonfiction genre including the personal essay, the memoir, travel writing, and the journalistic or magazine profile. Through the examination of superior examples of creative nonfiction, discussions, and critiques, students will become acquainted with the techniques and tools used to build an excellent portfolio of literary and journalistic pieces within the creative nonfiction genre.

### **CW 354 Creative Writing Workshop: Poetry**

**(Prerequisite: ENCMP 103 or 105 with grade of C or above)** This course aims to develop the creative, editorial, and reading habits needed for the production of poems; to develop self-editing skills; to foster an aesthetic sensibility for use in writing poems. Students will read both contemporary and canonical poetry and materials related to analyzing and editing poems, and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' poems, and producing their own poems and discussing them in workshop. Students will compile a portfolio of the work they produce during the term. Students completing this workshop course will be familiar with the skills needed to produce poems, to self-edit work in progress, and to discern the characteristics of quality poetry.

### **CW 356 Creative Writing Workshop: Writing the Eternal City**

**(Prerequisite: ENCMP 103 or 105 with grade of C or above)** This interdisciplinary writing workshop employs the city of Rome as its muse and offers instruction in several genres of creative writing. By examining a variety of works inspired by the Eternal City, students will learn how to evaluate literature in light of an aesthetic and historic precedent, as well as participate in the long tradition of international writers who have recreated Rome on the page. The course will also problematize Rome, exploring the ancient city's contemporary contradictions and complexities and the way writers both perpetuate and dismantle certain myths, such as the illusory La Dolce Vita. Writing workshops will acquaint students with the techniques and tools used to critique and incorporate critical feedback into their own revision process. Through studied writing practice and the examination of the Roman setting as a vital literary component, students will generate a final portfolio of textual interpretations in response to the Eternal City.

### **CW 357 Creative Writing Workshop: Writing Crime Fiction and Thrillers**

**(Prerequisites: ENCMP 103 or 105 with a grade of C or above)** The course aims to introduce students to the modern, crime fiction genre (and its sub-genres such as police procedural, psych-thriller, and legal/courtroom thriller) focusing on key texts as models for the development of their own short fiction and novel ideas. The course will trace the broad evolution of crime writing from the 19th Century to the present day. While acknowledging the genre's international reach, the main emphasis will be on texts in English, particularly those from North America, the UK, and Ireland. A central objective of the course is to emphasize and engage with the continuing social and political relevance of the genre, both as a forum for the discussion of contemporary issues and as a means of setting the agenda, particularly in such areas as globalization and crime, human trafficking, modern slavery, cybercrime, political extremism, and femicide. There will also be a sharp focus on avoiding the pitfalls of stereotypical representation of class, ethnicity, and gender by means of thorough research and sensitivity to the nuance of identity.

### **CW 450 Advanced Creative Writing Workshop: Fiction**

**(Prerequisites: Junior Standing and two previous Creative Writing courses with a grade of B or higher)** This workshop aims to develop advanced creative, editorial, and reading habits needed for the production of literary fiction; to develop self-editing skills; and to foster an aesthetic sensibility for use in writing literary fiction. Students will read both contemporary literary fiction and materials related to analyzing and editing literary fiction and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' fiction, and producing and workshopping their own fiction. Students will compile a portfolio of the work they produce during the term. Students completing this workshop course will be familiar with the advanced skills needed to produce literary fiction, to self-edit work in progress, and to discern the characteristics that make quality literary fiction.

### **CW 454 Advanced Creative Writing Workshop: Poetry**

**(Prerequisites: Junior Standing and two previous Creative Writing courses with a grade of B or higher)** This workshop aims to develop the creative, editorial, and reading habits needed for the production of poems; to develop self-editing skills; to foster an aesthetic sensibility for use in writing poems. Students will read both contemporary and canonical poetry and materials related to analyzing and editing poems, and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' poems, and producing their own poems and discussing them in workshop. Students will compile a portfolio of the work they produce during the term.

### **CW 550 Graduate Creative Writing Workshop: Fiction**

**ADMISSIONS REQUIREMENTS:** Current enrollment in an accredited graduate program in Creative Writing OR, for students not currently pursuing a graduate program in creative writing but who wish to receive graduate credit, a bachelor's degree from an accredited institution (transcripts required) and assessment of a significant writing sample or previous publications (See JCU website for application procedures). **COURSE DESCRIPTION:** This workshop aims to develop graduate-level creative, editorial, and reading habits needed for the production of literary fiction; to develop self-editing skills; and to foster an aesthetic sensibility for use in writing literary fiction. Students will read both contemporary literary fiction and materials related to analyzing and editing literary fiction and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' fiction, and producing and workshopping their own fiction. Students will compile a portfolio of the work they produce during the term. Students completing this workshop course will be familiar with the graduate-level skills needed to produce literary fiction, to self-edit work in progress, and to discern the characteristics that make quality literary fiction.

### **CW 554 Graduate Creative Writing Workshop: Poetry**

**ADMISSIONS REQUIREMENTS:** Current enrollment in an accredited graduate program in Creative Writing OR, for students not currently pursuing a graduate program in creative writing but who wish to receive graduate credit, a bachelor's degree from an accredited institution (transcripts required) and assessment of a significant writing sample or previous publications (See JCU website for application procedures). **COURSE DESCRIPTION:** This workshop aims to develop the graduate-level creative, editorial, and reading habits needed for the production of poems; to develop self-editing skills; to foster an aesthetic sensibility for use in writing poems. Students will read both contemporary and canonical poetry and materials related to analyzing and editing poems, and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' poems, and producing their own poems and discussing them in workshop. Students will compile a portfolio of the work they produce during the term.

### **CWAD 358 Creative Writing and Studio Art Workshop**

**(Prerequisite: ENCMP 103 or 105 with grade of C or above; Co-requisites: Recommended: previous course in Creative Writing)** This is a workshop exploring the overlap of creative writing and art and design where students will engage with the

materiality of words and the metaphorical nature of materials. Students will workshop their own writing and will experiment with different methods to construct small collections of writing. Students will acquire methods of DIY publishing and learn to disseminate their work in a novel way.

### **CWDJ 326 Creative Writing Workshop: Food Writing**

**(Prerequisite: ENCMP 110 with a grade of C or above)** Food Writing is an excellent way to explore identity—whether personal, cultural, or national. This creative writing workshop will examine Food Writing in its various professional forms including personal narratives, culinary memoir pieces, researched historical food articles, restaurant reviews, as well as cookbooks and recipes themselves. The Rome setting will also play a gastronomic role as both classroom and collateral textbook. Students should be prepared to visit local markets, restaurants, and locales around the city and come armed with a willingness to explore not only new foods and ingredients, but various subgenres of writing. In addition to eating and writing, reading will also be emphasized. Not only will students examine what is on “on the menu” or being written about today, but they will also gain a clearer understanding of the role of gastronomy in historical literary precedents. Classes will take the form of workshops offering instruction in the mechanics, research, drafting, and editing of professional food writing pieces with the goal of helping writers generate works of publishable quality while developing their particular style and voice.

### **CWDJ 346 Creative Writing Workshop: Travel Writing**

**(Prerequisite: ENCMP 110 with a grade of C or above)** This creative nonfiction workshop explores the long tradition of travel writing, fostered by the keen observation and thoughtful documentation of landscape and culture that travel inspires. Students will gain exposure to several subgenres encompassed by the term travel writing including, but not limited to, the travel memoir, the travel essay, guidebooks, and food and humor pieces that tandem as travel writing. The course offers instruction in the research and mechanics of travel writing aimed at the generation of articles and essays for newspapers, magazines, guidebooks, the Internet, as well as how to begin drafting ideas for longer-form works.

### **CWDJ 350 Creative Writing Workshop: Fiction**

**(Prerequisite: ENCMP 103 or 105 with grade of C or above)** The course aims to develop the creative, editorial, and reading habits needed for the production of literary fiction; to develop self-editing skills; and to foster an aesthetic sensibility for use in writing literary fiction. Students will read both contemporary literary fiction and materials related to analyzing and editing literary fiction and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates’ fiction, and producing and workshoping their own fiction. Students will compile a portfolio of the work they produce during the term. Students completing this workshop course will be familiar with the skills needed to produce literary fiction, to self-edit work in progress, and to discern the characteristics that make quality literary fiction.

### **CWIS 358 Creative Writing Workshop: The Art of Literary Translation**

**(Prerequisite: ENCMP 103 or 105 with a grade of C or above; Italian studies majors should also have completed ITALN 301 to take this course)** This course aims to develop the creative, editorial, and reading habits needed for literary translation; to develop an awareness of the theories associated with the practice of translating a work of literary excellence from one language into another; to foster an aesthetic sensibility for use in literary translation. Students will read and discuss theoretical texts and will create their own translations of works by authors that will be chosen by each student. These translations will be presented to the class in a traditional workshop format, with emphasis on analysis of the difficulties posed by the chosen text(s) and a justification for the choices made in rendering the texts into English. Students will compile a portfolio of the translations they produce during the term, having become familiar with the skills and sensitivities needed to translate works of literary merit and to discern the characteristics of quality literary translation.

### **CWIS 458 Advanced Art of Literary Translation**

**(Prerequisites: Junior Standing and two previous Creative Writing courses with a grade of B or higher)** This advanced course aims to develop the creative, editorial, and reading habits needed for literary translation; to develop an awareness of the theories associated with the practice of translating a work of literary excellence from one language into another; to foster an aesthetic sensibility for use in literary translation. Students will read and discuss theoretical texts and will create their own translations of works by authors that will be chosen by each student. These translations will be presented to the class in a traditional workshop format, with emphasis on analysis of the difficulties posed by the chosen text(s) and a justification for the choices made in rendering the texts into English. Students will compile a portfolio of the translations they produce during the term, having become familiar with the skills and sensitivities needed to translate works of literary merit and to discern the characteristics of quality literary translation.

### **CWIS 558 Graduate Workshop in the Art of Literary Translation**

**ADMISSIONS REQUIREMENTS:** Current enrollment in an accredited graduate program in Creative Writing OR, for students not currently pursuing a graduate program in creative writing but who wish to receive graduate credit, a bachelor's degree from an accredited institution (transcripts required) and assessment of a significant writing sample or previous publications. (See JCU website for application procedures) **COURSE DESCRIPTION:** This graduate course aims to develop the creative, editorial, and reading habits needed for literary translation; to develop an awareness of the theories associated with the practice of translating a work of literary excellence from one language into another; to foster an aesthetic sensibility for use in literary translation. Students will read and discuss theoretical texts and will create their own translations of works by authors that will be chosen by each student. These translations will be presented to the class in a traditional workshop format, with emphasis on analysis of the difficulties posed by the chosen text(s) and a justification for the choices made in rendering the texts into English. Students will compile a portfolio of the translations they produce during the term, having

become familiar with the skills and sensitivities needed to translate works of literary merit and to discern the characteristics of quality literary translation.

## **CRIMINOLOGY**

### **CRIM 221 Introduction to Criminology**

What is crime? Why are we so fascinated by it? Why do people commit crimes and what are the best deterrents? How do we assess the success or failure of policing, incarceration and rehabilitation strategies? This course examines the politics underlying how crimes are defined and measured and what patterns of criminal behavior have thus emerged over time. It explores both classical and contemporary theories that seek to explain why certain people engage in crimes while others do not. It also explores how theories of crime affect policy, it evaluates existing strategies of crime control, and introduces a critical discussion of how contemporary criminal justice systems operate.

### **CRIM 234 Sports and Crime**

The course critically examines the intersection of sports and crime, challenging the idealized notion of “fair play” and “Olympic spirit.” Through real-world examples, the course will explore the intricate web of criminality surrounding modern sports enterprises, where the vast earnings that can be made by athletes and commercial actors can foster corruption, fraud and deception. It will also address the social dimensions of sports, including discrimination and violence. Students will gain an understanding of issues such as doping, match-fixing, the impact of sports-related crime on the reputation of athletes and teams, and the broader societal implications of criminal incidents involving sports figures.

### **CRIM 236 Crime, Deviance, and Media**

**(Prerequisite: CRIM 221)** This course introduces students to debates on how crime and deviance are portrayed in contemporary media. On one hand, media provide us with insights into often-hidden worlds, revealing some of the ways in which crime operates and deviance is experienced. On the other hand, media deeply influence how we label some people and activities as “criminal” and “deviant” and how we then perceive and respond to these individually, socially, and politically. It is both a mirror to society and a powerful force in molding social relations. Throughout the course, students engage with theoretical frameworks from sociology and communication studies in order to analyze the construction of crime and deviance in films, television shows, newspapers, televised news and social media. The topics explored include prisons, organized crime, serial killers, as well as the enduring and recurring depictions of certain actors in society, such as women, children and police(men).

### **CRIM 300 Italian Organized Crime**

**(Prerequisites: CRIM 221)** This course offers an in-depth exploration of Italian organized crime, from its historical roots to its contemporary manifestations at home and abroad. Students will examine the country’s “traditional mafias” — Camorra, Cosa Nostra, and ’Ndrangheta — alongside newer criminal formations. Through a critical blend of historical, sociological, and political perspectives, the course investigates how organized crime intersects with economic systems, political power, gender dynamics,

and social inequality. Emphasis will be placed on definitions, research methods, and the complex interplay between legality and illegality. Students will also engage with case studies of anti-mafia strategies, both institutional and grassroots, to understand the ongoing struggle to counter organized crime in Italy and beyond.

### **CRIM 320 Policing and Society**

**(Prerequisites: CRIM 221 or Permission of Instructor)** This course offers an in-depth exploration of the roles, functions, and impacts of police forces within democratic societies. It examines the historical development, philosophical foundations, complexities and contemporary challenges of policing. It addresses debates around evolving strategies such as evidence-based and community-based policing, as well as unpacking contentious issues regarding police relations with minorities and vulnerable social groups. Recent attention to the expansion of surveillance powers and new technologies, the militarization and privatization of police activities, and cases of police violence are also investigated, alongside movements to reform or abolish police forces. By critically engaging with diverse perspectives and empirical evidence, students will be equipped to analyze the effectiveness of law enforcement policies and practices as well as their potential risks.

### **CRIM 330 Prisons and Carcerality**

**(Prerequisites: CRIM 221)** This course critically examines the historical evolution and current state of prison systems and institutions, taking a global comparative perspective. It also explores beyond the prison itself, analyzing how its practices and logics of surveillance, discipline, and control have expanded into other institutions, such as schools, welfare services and borders. Drawing on key theoretical frameworks and empirical studies, students will explore the origins of the modern prison, the legacies of colonialism and slavery, the rise of mass incarceration, and the political economy of punishment. Attention will also be given to gender, sexuality, and race in shaping carceral experiences, as well as the strategies inmates use to survive and maintain dignity in their everyday lives. The course concludes with debates on reform, abolition, and alternative models of justice, encouraging students to critically engage with the future of punishment in contemporary societies.

### **CRIM 322 Green Criminology**

**(Prerequisite: Sophomore Standing. Recommended: CRIM 221 or CRIM 326)** This course explores the fast-growing field of green criminology, which examines the causes, consequences, and legal responses to a wide range of environmentally destructive activities. These include catastrophes such as oil spills, systematically polluting extraction and production processes, illegal trades in hazardous materials – such as toxic waste – and natural resources like wildlife and timber, among others. It investigates the impacts that these activities have on human and ecosystem health and security, and identifies how vulnerability to these harms intersects with class, race, gender and geographical discrimination, disproportionately burdening underprivileged groups in advanced and less developed economies. The course unpacks how these activities are managed in international and domestic law and highlights gaps, loopholes, and contradictions among regulations, as well as tracing the political processes by which legal frameworks are

developed and enforced. Finally, it explores the intensifying role of civil society activism in pushing for more effective prevention policies and reparatory justice mechanisms.

### **CRIM 326 Globalization and Crime**

**(Junior Standing or permission of the instructor)** This course introduces students to debates surrounding the effects of globalization on the proliferation of crime across borders and the challenges of developing internationally effective policing and judicial mechanisms for combating this constantly mutating phenomenon. Areas of study include the trafficking of art and archaeology, fake fashion items, waste, narcotics, and arms, as well as the market in human beings for sex and organs, and the economic implications of criminal penetration in legal financial markets and the increasing connections between international crime groups and terrorism, the political and military influence of OCGs in failed states and the connections between criminal groups and various democratic governments.

## ECONOMICS

### **ECON 201 Principles of Microeconomics**

**(Prerequisite: MATH 100 or MATH 101; Recommended: ENCMP 105)** This course introduces the students to the basic principles of microeconomics and the study of the behavior of individual agents, such as consumers and producers. The first part of the course reviews the determinants of supply and demand, the characteristics of market equilibrium, the concept of social welfare, and the consequences of price controls, taxation, and externalities on social welfare. The second part of the course deals with market theory, with a review of cost concepts and market structures: competition, monopoly, oligopoly, and imperfect competition.

### **ECON 202 Principles of Macroeconomics**

**(Prerequisite: MATH 100 or MATH 101; Recommended: ENCMP 105)** An introduction to the basic principles of the macro economy, such as national income accounting, determination of national income, business cycles, inflation, unemployment, fiscal and monetary policy, macroeconomics in the open economy, and economic growth.

### **ECON 301 Intermediate Microeconomics**

**(Prerequisites: ECON 201, ECON 202, MATH 198)** This course delves deeper into the foundations of microeconomic theory, and analyzes the subject from a theoretical rather than practical point of view. Students will become familiar with the tools used by microeconomists in the analysis of consumer and producer behavior. The first part of the course reviews consumer theory and discusses budget constraints, preferences, choice, demand, consumer's surplus, equilibrium, externalities, and public goods. The second part of the course reviews producer theory: technology, profit maximization, cost minimization, cost curves, firm and industry supply, and monopoly.

### **ECON 302 Intermediate Macroeconomics**

**(Prerequisites: ECON 201, ECON 202)** The subject matter of this course is the nature and determination of a country's most important measures of economic well-being: aggregate output and unemployment, and a series of related variables such as inflation, interest rates, and exchange rates. The course presents economic models that can be used as tools to understand the behavior of these aggregates and evaluate alternative economic policies.

### **ECON 307 Industrial Organization**

**(Prerequisites: ECON 201, MATH 198; Recommended: ECON 301)** This course focuses on the analysis of economic markets from a microeconomic perspective. It provides an in-depth analysis of the characteristics of the firm, the many ways in which firms interact within markets, and the policy instruments that are available to ensure that welfare is maximized. The following topics will be covered: the firm and costs, competition, monopoly, dominant firms, cartels, non-cooperative oligopolies, monopolistic competition, price discrimination, strategic behavior; vertical relations,

information, advertising, and disclosure. Finally, the course will review antitrust laws and policies, and students will discuss antitrust cases in class. This course applies microeconomic theory and statistics to management problems of a firm. It

### **ECON 310 Managerial Economics**

**(Prerequisites: ECON 201, MATH 208)** This course applies microeconomic theory and statistics to management problems of a firm. It bridges the gap between purely theoretical economic models and the day-to-day decisions that managers face under conditions of uncertainty and scarcity. The focus is on the optimal utilization of resources within organizations, and the material covered offers a powerful tool for managerial decision-making. A sample of topics to be examined are demand theory and estimation of demand functions; business and economic forecasting techniques; production theory; cost analysis; market structure; strategic behavior and pricing; risk analysis and capital budgeting; government-business relations and the global economy. managers face under conditions of uncertainty and scarcity. The focus is on the optimal utilization of resources within organizations, and the material covered offers a powerful tool for managerial decision-making. A sample of topics to be examined are demand theory and estimation of demand functions; business and economic forecasting techniques; production theory; cost analysis; market structure; strategic behavior and pricing; risk analysis and capital budgeting; government-business relations and the global economy.

### **ECON 316 International Economics**

**(Prerequisites: Junior Standing, ECON 201, ECON 202)** An introduction to international trade and finance. Analysis of the causes and consequences of international trade and investment. Major topics include international trade theory, international trade policy, exchange rates, open-economy macroeconomics, and international macroeconomic policy.

### **ECON 327 Game Theory**

**(Prerequisites: ECON 201 and STATS 208)** Situations in which the outcome of your own decisions depends also upon what others do are pervasive in everyday life. Game Theory focuses on the study of strategic interactions, which occur if the payoff (e.g., utility or profit) to an agent depends not only on her own decisions but also on the decisions made by others. In the presence of strategic interactions, choosing an 'optimal' course of action requires taking other agents' behavior and beliefs into account. This is an introductory course in Game Theory which develops the basic tools and concepts necessary to analyze such interactions and understand how rational agents should behave in strategic situations. In recent years, game theoretic methods have become central to the study of networks (e.g, financial networks) and social interactions. In this course they are used to analyze such economic and political issues as oligopoly, the problem of the commons, auctions, bank runs, collusion and cartels, the conduct of monetary policy, bargaining, global warming, competition among political parties, arms races, negotiations and conflict resolution (e.g., contested resources and territorial disputes). Emphasis is placed on applications, practical understanding and a tools-oriented approach. The topics will be presented through a combination of abstract theory and many applied examples.

### **ECON 328 Economics of Information**

**(Prerequisite: ECON 301; Recommended: STATS 208)** This course examines incentive mechanisms at work in a wide range of environments to see if and how coordination can be achieved by informing and motivating individual decision makers. It also examines the performance of agents hired to carry out specific tasks, from taxi drivers, employees, to CEOs. Students will be introduced to a range of economic tools used to study models that explicitly involve contracting in economics and finance under imperfect and asymmetric information. The methods developed can be employed to investigate the performance of various institutions (e.g., voting schemes) to see if they enhance general well-being. Techniques studied include agency theory and signaling models. In addition, some applications of the tools will be covered (e.g., labor market, credit market and insurance markets).

### **ECON 330 Behavioral Economics**

**(Prerequisites: ECON 201)** This course is designed to introduce students to the literature in behavioural economics and decision making. While this approach is based on the experimental data on human reasoning and decision making (provided by cognitive psychology and neuroscience), students will be encouraged to experimentally test properties and assumptions about human decisions. The main aims will be to enable students to gain an understanding of the main aspects of behavioural decision making under risk and especially uncertainty, and applications to economics, politics and society. The Course aims also at introducing the students to the psychological aspects of decision making and problem solving in organizational, social and political context. In particular some special features of decisions in public policy and international politics will be deepened. Students will be asked to apply the behavioural concepts to explain real cases or to simulate imaginary cases from everyday life or from the business and administrative world.

### **ECON 341 Economics of Development**

**(Prerequisites: Junior Standing, ECON 201, ECON 202)** The course focuses on the economics of development, with specific reference to developing countries. While drawing extensively on the tools of standard economic theory, it deals with development issues for which economic theories at best provide only partial answers. It offers a problem-oriented approach, with a historical and institutional perspective, to issues such as poverty, population, income distribution, international trade, investment, aid, and the debt problem.

### **ECON 342 Issues in Economic Development**

**(Prerequisites: Junior Standing, ECON 201, ECON 202; Recommended ECON 316 or ECON 341)** This course examines in-depth selected topics on development that are of current interest.

### **ECON 343 The Economics of China**

**(Prerequisites: Junior Standing, ECON 202)** Chinese economy has gained remarkable growth since 1978 and today is the second largest economy in the world. Due to its size, the country has become a major participant in the world economy and it is currently in a process of large economic and social transformation. The purpose of this course is to help students understand the complexity and challenges of China's rise and to critically evaluate their implications. After taking this subject, students are expected to understand why China succeeded in maintaining such a high economic growth in the past three decades, the role that the country is playing in the global scenario and what challenges it will be facing in the future.

#### **ECON 345 Economic, Competition, and Regulatory Issues of the European Union**

**(Prerequisites: ECON 201, ECON 202)** This course follows selected topics of current and historic interest regarding European economic integration. Emphasis is placed on monetary and fiscal problems as well as competition policies and the regulatory environment.

#### **ECON 346 The Italian Economy**

**(Prerequisites: Junior Standing, ECON 201 and ECON 202)** The course tracks the economic history of modern Italy from unification until nowadays, with a focus on the current problems and future prospects of the Italian economy in the context of the European integration process and of the economic and financial globalization. All major issues in the reform agenda of the last decades are covered, situating them in the political and socio-economic evolution of Italian history. Topics that will be covered include, among others: the economics of Italian unification, the economic impact of the fascist regime, industrialization, the Italian state-owned enterprise sector and its privatization, administrative reforms and public finance, the politics of the European stability pact and the consequences of Great Recession.

#### **ECON 350 History of Economic Thought**

**(Prerequisites: ECON 201, ECON 202, ENCMP 110 with a grade of C or above)** This course will explore the history and development of economic theories, focusing on the analytical aspects of different theoretical systems. The ideas of famous economists on production, consumption, and distribution of wealth will be examined, as well as their predictions on the future of the capitalist system, its strengths and weaknesses, with the aim of acquiring an enhanced overview of present economic problems. Considerable attention will also be paid to biographical and institutional elements as the necessary background for a full understanding of the different authors' views.

#### **ECON 360 Econometrics**

**(Prerequisites: ECON 201, ECON 202, STATS 209)** Econometrics is the use of statistical tools to test economic models. This course will introduce students to the basic principles of econometrics and will provide them with hands-on practical experience in the field. The course starts with a review of statistical tools and continues with the analysis of simple and multiple regression, heteroskedasticity, autocorrelation, and

multicollinearity. Some of the teaching time will be spent in the computer lab, where students will learn how to work with software.

### **ECON 369 Applied Economics**

**(Prerequisites: ECON 301, ECON 302 and ECON 360)** The course surveys empirical papers in different fields of Economics exposing students to a variety of research questions and methods. Class discussions and assignments encourage students to critically engage in the various components of applied research in Economics, to link data analysis techniques to research applications and to learn how to communicate complex ideas in reports and presentations.

### **ECON 371 Money, Banking and Capital Markets**

**(Prerequisites: Junior Standing, ECON 201, ECON 202)** A study of the economics of money, banking, and financial markets in today's international marketplace. Major topics include both micro and macro analyses of financial markets and institutions, determination of interest rates and exchange rates, and monetary policy in both a domestic and international context.

### **ECON 380 Environmental Economics**

**(Prerequisites: ECON 201, ECON 202)** This course addresses the main economic problems concerning the environment, to equip students to analyze policies concerning water and air pollution, energy, climate change, and human health. This course combines theoretical analysis with discussions of such specific topics as sustainable development and international cooperation, renewable energy, and state-of-the-art production technology.

### **ECON 385 Economics of the Digital Economy**

**(Prerequisites: Junior Standing, ECON 201)** This course examines the economic effects of digital technology and e-commerce. The purpose of the course is to analyze the changes brought about by these technological advances and the effects such changes have had, or are expected to have, on economic agents such as consumers and workers as well as on the structure of economic markets.

### **ECON 398 Internship: Economics Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Economics obtained through the Career Services Center)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a

daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **ECON 399 Special Topics in Economics**

**(Prerequisites: Junior Standing, ECON 201, ECON 202)** An in-depth treatment of a current area of special concern within the field of economics. Topics may vary. May be taken more than once for credit with different topics.

### **ECON 480 Research Seminar in Economics and Finance**

**(Prerequisites: ECON 301, ECON 302 or ECON 316, FIN 301, ECON 360 or STATS 209)** Designed to be a capstone course, emphasis is placed on both theoretical and quantitative methods in the fields of economics and finance. Basic tools of economics and statistics are used to analyze a variety of contemporary economic problems and policy issues. Students read through major papers and may undertake research on specific topics so as to develop their understanding of economics and finance. Papers and topics cover the current issues of interest in the areas of microeconomics, macroeconomics, econometrics, and finance to include the CFA Professional Code of Ethics and Standards of Professional Conduct. Students may be expected to present and write about their research topics as well as demonstrate an ability to work with quantitative information.

### **ECLW 347 Economic Competition and Law**

**(Prerequisites: ECON 201, ECON 202)** The course aims at developing students’ skills in analyzing antitrust and sector specific regulations and cases, in particular in heavily regulated industries (media, telecoms, transport, energy). It will combine the study of the basic notions of competition (law, policy, and economics of competition) with specific EU case analyses (Intel, Google, GE/Alstom, Microsoft). Students will learn the difference between cost categories, and will also learn about perfect competition, market efficiency, and consumer harm. By the end of the course, students should also be able to inform their “consumer-self” better, and know how and where to get the information they need in order to behave responsibly.

### **ECMA 490 Advanced Financial Economics**

**(Prerequisites: ECON 301, FIN 301, MATH 299; Recommended: MATH 491)** This is an advanced course that makes substantial use of mathematical methods. In general, the topics covered can be viewed as that subset of general equilibrium theory which focuses on complete and incomplete financial markets and their impact on the allocation of consumption goods and efficiency. The course focuses on the operation of financial markets and pricing of financial assets. In the first part of the course, basic techniques and principles of decision making under uncertainty will be developed. These principles will

then be applied to portfolio selection problems in financial asset markets. Microeconomic models of financial asset markets and their implications for valuation of stocks, bonds and derivative assets will be examined. The analysis will explore the impact of risk and ambiguity on asset prices and allocations in asset markets. For the most part, it will be assumed that there are two dates and a single consumption good. This basic setting is suitable for the study of the relation between risk and return on securities, and the role played by securities in allocation of risk. 161EC/MA 491 Mathematical Economics (Prerequisites: EC 301, EC 302; Recommended: MA 299) The purpose of this course is to introduce students to basic but rigorous mathematical methods and models widely applied in modern economic theory, and relative economic applications (e.g., convex analysis, unconstrained and constrained optimization, basic topology and metric spaces, introductory Game Theory). The material is fairly basic, yet emphasis is placed on rigor and mathematical proofs. The course will be at the level of the material covered in such texts in the field as Wade Hands' *Introductory Mathematical Economics*, and Aliprantis and S.K. Chakrabarti's *Games and Decision Making*. The material taught also draws from A. McLennan's lecture notes *Introduction to Mathematical Economics*.

### **ECMA 491 Mathematical Economics**

**(Prerequisites: ECON 301, ECON 302; Recommended: MATH 299)** The purpose of this course is to introduce students to basic but rigorous mathematical methods and models widely applied in modern economic theory, and relative economic applications (e.g., convex analysis, unconstrained and constrained optimization, basic topology and metric spaces, introductory Game Theory). The material is fairly basic, yet emphasis is placed on rigor and mathematical proofs. The course will be at the level of the material covered in such texts in the field as Wade Hands' *Introductory Mathematical Economics*, and Aliprantis and S.K. Chakrabarti's *Games and Decision Making*. The material taught also draws from A. McLennan's lecture notes *Introduction to Mathematical Economics*.

### **ECMK 361 Applied Data Analytics**

**(Prerequisite: STATS 208)** This course will examine current trends in data science, including those in big data analytics, and how it can be used to improve decision-making across different fields, such as business, economics, social and political sciences. We will investigate real-world examples and cases to place data science techniques in context and to develop data-analytic thinking. Students will be provided with a practical toolkit that will enable them to design and realize a data science project using statistical software.

## **ENGINEERING**

### **ENGR 200 Material and Energy Balances**

This course will introduce the student to chemical engineering and the fundamental principles of chemical process analysis. The student will gain experience in the application of problem-solving techniques in a variety of process-related problems. Aspects of professional development as a chemical engineer will be presented and integrated into course material.

### **ENGR 201 Biomedical Engineering Fundamentals**

**(Prerequisite: MATH 198)** Working specifically within the framework of biomedical engineering applications, this course provides the engineering fundamentals of the conservation laws of mass, energy, charge, and momentum. This includes approaching problems from an engineering perspective, dimensional analysis, foundations of engineering calculations, and practical applications of the conservation principles.

### **ENGR 210 Statics**

**(Prerequisite: MATH 198)** This course provides an introduction to statics, the branch of mechanics that is concerned with the analysis of loads (force and torque, or “moment”) on physical systems in static equilibrium, that is, in a state where the relative positions of subsystems do not vary over time, or where components and structures are at a constant velocity. When in static equilibrium, the system is either at rest, or its center of mass moves at constant velocity. Course content includes vector algebra, forces, couples, moments, resultants of force couple systems; friction, equilibrium analysis of particles and finite bodies, centroids; and applications.

### **ENGR 211 Mechanics of Materials**

**(Prerequisite: ENGR 210)** The course provides a study of the fundamentals of solid mechanics of deformable bodies. The engineering structures covered in this course are determinate and indeterminate assemblies of tension members, columns (including buckling), beams (flexural members), shafts (torsional members), and thin-walled pressure vessels (tanks). The course also contains an introduction to common categories and types of engineering materials and their failure mechanisms. The importance of safety factors and their application in the Allowable Stress Design philosophy is emphasized throughout the course, leading to an enhanced awareness of the professional and ethical responsibilities inherent to the role of the engineer.

### **ENGR 212 Mechanics and Machines**

**(Prerequisites: MATH 298)** This course provides a foundation in vector mechanics, statics, and axial, torsional, and bending stresses. Deflections of axial and torsional members are also emphasized. Some machine elements are introduced.

### **ENGR 213 Thermodynamics**

This course provides an introduction to Thermodynamics, a branch of physics concerned with heat and temperature and their relation to energy and work. It defines macroscopic variables, such as internal energy, entropy, and pressure that partly describe a body of matter or radiation. It states that the behavior of those variables is subject to general constraints that are common to all materials, not the peculiar properties of particular materials. These general constraints are expressed in the four laws of thermodynamics, which can be explained by statistical mechanics, in terms of the microscopic constituents. The course includes basic elements of classical thermodynamics, including first and second laws, properties of pure materials, ideal gas law, reversibility and irreversibility, and Carnot cycle; control volume analysis of closed simple systems and open systems at steady state; engineering applications, including cycles; psychometrics.

### **ENGR 220 Fluid Mechanics**

**(Prerequisite: MATH 298)** This course covers theory and application of fluid statics, momentum transfer, and viscous fluid flow. Fundamentals of microscopic phenomena and application to macroscopic systems are addressed. Course work covers both open-channel and conduit (pipe) flow. The fluid statics and dynamics of incompressible and compressible fluids are considered.

### **ENGR 226 Microcontroller Programming and Applications**

**(Prerequisite: CS 160 or permission of the instructor)** An introduction to digital systems and microcontroller programming including basic logic functions, microprocessor architecture, input and display devices, sensors, motors, and C programming for microcontrollers. The emphasis is on programming a microcontroller in C for practical applications.

### **ENGR 227 Basic Circuits**

**(Prerequisites: Physics (Electricity and Magnetism, MA 298 Calculus II. Co-Requisite: MATH 495 Differential Equations)** This course serves as an introduction to circuit analysis. Beginning with fundamental electronic components, students learn the basics of electrical circuits, including their design and analysis. Both DC and AC circuits will be studied, along with digital logic and operational amplifier circuit topologies. A design project will also be incorporated to allow students the opportunity to create their own circuit using available components. This is a 3-course and comes with a lab 60 academic hours (45 lecture hours and 15 lab hours)

### **ENGR 230 General Electrical Engineering**

The course is an introductory course to Electrical Engineering for non-majors. It has been designed to introduce fundamental principles of circuit theory commonly used in engineering research and science applications. Topics include current and voltage laws that govern electronic circuit behavior, node and loop methods for solving circuit problems, DC and AC circuit elements, frequency response, and operational amplifiers.

### **ENGR 240 Dynamics**

**(Prerequisites: ENGR 210, MATH 495 )** This course provides an introduction to the fundamental concepts of dynamic behavior of particles and rigid bodies. Students will understand the need for different coordinate systems and different frames of reference, as well as their relation to position, velocity, and acceleration. The concepts of work and energy, and impulse and momentum will be discussed, with an emphasis on how to make a proficient use of them.

### **ENGR 250 Artificial Intelligence Methods for Engineering**

**(Prerequisites: Recommended: STATS 208)** This course offers a comprehensive introduction to data science techniques tailored for civil and infrastructure engineering applications. Students will explore key tools—statistical methods, data visualization, machine learning, and artificial intelligence—gaining insights into their applications in fields such as construction safety, groundwater forecasting, traffic control, and infrastructure resilience. Emphasizing real-world problem-solving, the course will guide students through the concepts and practical applications of each tool, equipping future engineering decision-makers with the knowledge to make data-informed strategic choices and effectively address pressing engineering challenges.

### **ENGR 299 Global Engineering**

This course aims to introduce students to the global context in which engineers are asked to operate in the 21st century. In this course, students will use their immersion into Italian culture as a case study by which they will learn and practise the cultural competencies and understanding of cultural frameworks that are essential to their success as ‘global’ engineers. Students will also examine technology leadership from an historical and cultural perspective, and global engineering trends and emerging technologies in Italy and the European Union, in order to gain a better understanding of the role and needs of the ‘global’ engineer.

### **EGEC 225 Engineering Economics**

**(Prerequisites: MATH 198)** This course provides engineering students with the foundational tools of economic evaluation to assess and compare engineering alternatives effectively. Topics include interest and time-value of investments, break-even cost analysis, and the impact of depreciation and income taxes on project valuation. Through hands-on examples and case studies, students will learn to apply these economic principles to make informed and financially sound engineering decisions.

## ENGLISH COMPOSITION

### ENCMP 103 Intensive English Composition

**(This course carries 6 semester hours of credit. Prerequisite: Placement via JCU English Composition Placement Exam)** This intensive course has two components. One concentrates on developing the ability to write grammatically and idiomatically correct English prose, and includes an in-depth grammar review and examination of academic register. The other focuses on the elements of academic writing, from sentence structure through effective paragraph writing in essays, and introduces students to the various rhetorical modes. Elements covered include outlining, the introduction-body- conclusion structure, thesis statements, topic sentences, supporting arguments, and transition signals. Students will also become familiar with the fundamentals of MLA style, research and sourcing, as well as information literacy. To develop these skills, students will write in- and out- of-class essays. Critical reading is also integral to the course, and students will analyze peer writing as well as good expository models. Individual students in ENCMP 103 may be required to complete additional hours in the English Writing Center as part of their course requirements. Students must receive a grade of C or above in this course to be eligible to take ENCMP 110. Students who receive a grade ranging from C- to D- can take ENCMP 105 or repeat ENCMP 103. Students who receive an F must repeat ENCMP 103.

### ENCMP 105 English Composition

**(Prerequisite: Placement via JCU English Composition Placement Exam)** This course concentrates on the development of effective paragraph writing in essays while introducing students to the various rhetorical modes. Elements covered include outlining, the introduction-body-conclusion structure, thesis statements, topic sentences, supporting arguments, and transition signals. Students will also become familiar with the fundamentals of MLA style, research and sourcing, as well as information literacy. To develop these skills, students will write in- and out-of-class essays. Critical reading is also integral to the course, and students will analyze peer writing as well as good expository models. Students must receive a grade of C or above in this course to be eligible to take ENCMP 110. Individual students in ENCMP 105 may be required to complete additional hours in the English Writing Center as part of their course requirements.

### ENCMP 110 Advanced Composition

**(Prerequisite: Placement via JCU English Composition Placement Exam or completion of either ENCMP 103 or ENCMP 105 with a grade of C or above)** This course prepares students to read, think, and write critically. Students will develop their ability to analyze a range of primary and secondary sources, hone their composition skills through in and out of class reading and writing, and will complete the course by writing and revising a fully-documented and well-reasoned research paper, complemented by an annotated bibliography and literature review. ENCMP110 focuses on the argumentative form, encouraging students to position their work within current critical discourses. The course develops the following skills: source selection and interrogation, identification and contextualization of themes, thesis development and defense, digital and Artificial

Intelligence (AI) literacies, use of library resources, and careful citation in MLA style focusing on transparency and ethical approaches to the use source material including digital and AI tools. Students must receive a grade of C or above in this course to fulfill the University's English Composition requirement. Individual students in ENCMP 110 may be required to complete additional hours in the Writing Center as part of their course requirements.

## ENGLISH LITERATURE

### ENLIT 197 Literary Research Methods

**(Corequisite: ENCMP 110. This class carries one credit)** This is a one-credit course in research methodology and practices for the development of a thesis in English Literature. The course is intended for English literature majors in their penultimate term. Students will be introduced to the practicalities of thesis writing. Starting with the identification of a viable research topic, students will learn to articulate their research question/s, will identify and assess scholarly material to formulate a literature review, will engage with appropriate theoretical frameworks, and produce an annotated bibliography. Students will present and critique each other's thesis proposal, research methodology and choice of material. They will also prepare an oral presentation of their proposed thesis topic. By the end of course students will possess the research foundations that will allow them to write their thesis.

### ENLIT 200 Introduction to Literature

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. Presupposing no previous knowledge in particular of literature, the course deals in an intensive manner with a very limited selection of works in the three genres of fiction, drama, and poetry. Students learn the basic literary terms that they need to know to approach literary texts. They are required to do close readings of the assigned texts, use various critical approaches, and write several critical essays on specified readings.

### ENLIT 201 Foundations for Advanced Literary Studies

In this course students learn the fundamental skills for advanced undergraduate literary studies, with a focus on the close reading of literary texts. Students will learn the mechanics and terms required for the advanced reading and interpretation of poetry, prose, and drama. Students will learn how to conduct literary research and will become familiar with the conventions of literary studies and the expectations for critical writing in their field. This course is intended for English majors and minors or any students interested in advanced literary studies. This is a reading and writing intensive course.

### ENLIT 205 Introduction to the Novel

**(Corequisite: ENCMP 110)** The course traces various developments in the genre of the novel from the 17th to the 20th centuries through a reading of selected representative texts. In addition, students are required to consider these works alongside of the development of theories about the novel. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### ENLIT 210 Introduction to Poetry and Poetics

**(Corequisite: ENCMP 110)** In this course students are introduced to poetry and poetics, learning to read, write and approach poems critically, investigating how poems work and

analyzing specific verse forms and devices. Objects of study include specific forms (sonnets, elegies, ballad, ode, dramatic monologue); the function of rhetorical devices (metaphor, anaphora, alliteration, apostrophe); the effect of prosody (the patterns of rhythm and sound). Poems will range from the canonical to the contemporary and will be read alongside excerpts from defenses of poetry, prosody manuals, critical interpretations, and theories of form.

### **ENLIT 211 The Short Story**

**(Corequisite: ENCMP 110)** By examining short stories, this course develops students' critical abilities in reading and writing about narrative fiction. The students are introduced to a comparative perspective on literature and learn to identify and evaluate the short story's formal elements, acquiring the skill to read fiction critically, to look beyond the content, to appreciate the ambiguities and complexities of the literary text, and to communicate their findings in critical papers of academic quality. The selection of short stories may vary, offering a historical perspective, a thematic one, or a selection of masterpieces in the genre. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 215 Introduction to Literary and Cultural Theories**

**(Corequisite: ENCMP 110)** Designed as an introduction to the theoretical approaches to literature, the course will stimulate students to think and write critically through the study of the principal topics of literary theory. The course will adopt both a historical approach, covering each theory in the chronological order of its appearance on the scene, and a critical approach - putting the theories to the test by applying them to a literary text. The course will also help students to move on to an advanced study of literature by introducing them to the research methods and tools for the identification, retrieval, and documentation of secondary sources. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 220 Post-Colonial Literature**

**(Corequisite: ENCMP 110)** This course examines the idea of the postcolonial via a close reading of some of the major works now collected under the term. The course examines themes and techniques from a formal and historical perspective, asking what the "postcolonial" means and whether it is a plausible and productive concept. The course concentrates on writers from countries primarily, but not exclusively, colonized by the British. Topics include decolonization, the appropriation of the colonizer's language, hybridity, exile, the necessity of alienation and the relationship of the postcolonial to the postmodern. The function of orientalism, the role of censorship, the political and historical importance of the development of a literary consciousness and the role of the figure of the author will also play a role in the course. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 221 Selections in World Literature**

**(Corequisite: ENCMP 110)** The course is a study of representative works of world literature that can be selected from antiquity, the Middle Ages, the Renaissance, the 19th century and modern ages. The course emphasizes the study and consideration of the literary, cultural, and human significance of selected 169 great works of the western and non-western literary traditions. An important goal of the course is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. The course's pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity. Readings may include works of poetry, epics, drama and novels. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 223 American Literature**

**(Corequisite: ENCMP 110)** The course deals with a chronological historical coverage of the development of American literature from the 17th century until modern times. Attention is given to the major historical, philosophical and literary movements that shaped American literature such as Puritanism, Transcendentalism, and American realism. Major canon American writers will be studied and analyzed. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 230 English Literature I: Literary Beginnings to Milton**

**(Corequisite: ENCMP 110)** What makes Caedmon's Anglo-saxon dream a miracle, and Eve's dream in Paradise Lost a predictor of the fall of mankind? How are Chaucer and the sonnet connected to Italy? Why are the English so obsessed by the legitimacy of their kings and queens and what does King Lear have to do with it? Why does English literature need inventing and who works to do it? How does John Donne make spirituality sexy and sexuality spiritual? What do medieval visionary women have to tell us about love? What is the importance of the flea to English culture and literature? Is Shakespeare's "dark lady" in his sonnets really a man? Are Eve and Satan the true heroes of Milton's Paradise Lost? These questions and others will be debated in this survey of English literature from the Anglo-saxon period to the seventeenth century. Students are introduced to some of the most inventive writers in these centuries and are encouraged to see how literature emerges from and helps to create dynamic historical and cultural shifts. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 231 English Literature II: The Enlightenment to Romanticism**

**(Corequisite: ENCMP 110)** A continuation of the survey begun in EN 230, this course deals with works by major British writers in the period 1660 to 1832. Approximately equal attention is devoted to writers of the Restoration (excluding Milton) and 18th century, and to writers of the Romantic Movement. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 232 English Literature III: The Victorians to the Modernists**

**(Corequisite: ENCMP 110)** Considering major British and Irish writers since 1832, this course deals with, among other concerns, the various ways in which the Victorians and selected writers of the first half of the 20th century responded to the inheritance of Romanticism. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 243 Shakespeare And Italy**

**(Corequisite: ENCMP 110)** This course entails the study of five of Shakespeare's plays in order to assess how he located and historicized his Italian-based drama. Thanks to the Rome location, students will be able to directly compare the archaeology of Shakespeare's creativity with the splendors of ancient and Renaissance Italy that are integral to the works covered by the course. Throughout, the course will track the intersections of Shakespeare's dramatic narrative with the notion of Italian 'cultural difference' in Shakespeare's time, allowing students to learn how he dramatizes the Italian 'Other'. In doing so, they will read his primary sources and evaluate how Shakespeare's creative brilliance responded to the writings of historians such as Plutarch and Macchiavelli and story tellers such as Ovid, Matteo Bandello and Giovanni Fiorentino. The course will also attempt to gauge whether, within Shakespeare's Italian plays, there exists a veiled critique of the Elizabethan and Jacobean courts in which his work was widely circulated. The course will also explore how filmmakers have documented Shakespeare's obsession with Italy, and how their work both subverts and confirms Shakespeare's imaginative settings and Italianate compulsions. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 245 Shakespeare**

**(Corequisite: ENCMP 110)** This course is a general introduction to Shakespeare's plays and an in-depth study of a selection of his work. Through the close reading of the plays selected for the course, students will analyze a theatrical text, will contextualize it in the historical and political environment of the Elizabethan age, and will assess Shakespeare's cultural inheritance. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 278 Classical Influences on English Literature**

**(Corequisite: ENCMP 110)** The course will examine the inspiration and influences of the Greco-Roman, classical tradition in literature on writers in English. The course will include readings and discussion of all genres of literature in each tradition: epic, elegy, drama, and others, but satire will be a major focus since this was specific to the Romans. The Greek context of the Roman writers will also be discussed. This course is an alternate core course to EN 282 Italian Visions. If taken in addition to EN 282, it may count as a major elective. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 282 Italian Visions: Perceptions of Italy in Literature**

**(Corequisite: ENCMP 110)** The course considers the importance of Italy for non-Italian writers, particularly European, British and American writers from the eighteenth century onward. Topics considered include: a critique of the perception and construction of Italy and Italians, the development of genres like the gothic or novels of national identity, the gendering of nationality, imperialism, the use of art and history in literature. Consideration is given to the ways in which these works are in dialogue with each other in terms of cultural assumptions and influence. This course is an alternate course to EN 278. If taken in addition to EN 278, it may count as a major elective. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 285 Literature and Creative Writing: How to Read Like a Writer**

**(Corequisite: ENCMP 110)** To supplement their traditional university study of composition and literary analysis, this course provides students with the opportunity to develop skills at reading literature as a source of help in improving their own writing. Designed primarily for students interested in creative writing, this course focuses on the reading of literature from the point of view of the practice, or craft, of fiction writing. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 288 Literature and Digital Humanities: Creating the Frankenstein Project**

**(Corequisite: ENCMP 110)** This course serves as an introduction to the growing field and practice of digital humanities in literature, with a focus on the transformative role of digital technologies in how we experience the stories of humankind – and, in turn, the important role of language arts in humanizing technology. It provides history and context for the emergence of a field as wide-reaching as it is vibrant, incorporating inter- and multi-disciplinary study, and ranging from the theoretically and technologically complex to easily accessible forms of narrative incorporating everyday digital interactions. Within this setting, students will contribute to and learn about what is involved in publishing their own text-based digital humanities collaboration, using open source production methods to create a class showcase project. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 299 Special Topics in English Literature**

**(Corequisite: ENCMP 110)** An in-depth treatment of a current area of special concern within the field of English Literature. Topics may vary. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENLIT 301 Selected Topics in the Restoration and 18th Century**

**(Corequisite: ENCMP 110)** The course explores a particular moment, theme, or genre within the broader context of English literature of this period. Possible topics include the works of Dryden, Pope, Johnson and their circles, the impact of the sentimental movement upon neo-classical culture, and a survey of fiction of the 18th century. This is a reading

and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 302 Romantic Poetry**

**(Corequisite: ENCMP 110)** The turn of the nineteenth century, also known as the Age of Revolution, saw deep cultural, political and economic changes in Western society, which caused equally deep and long-lasting innovations in the understanding of the self as a liberated individual in a necessary relationship with nature and a political whole. These changes are reflected in, or sometimes anticipated by, the literature of the time. Famous for its poetry, the Romantic period also saw the publication of ground-breaking novels, political pamphlets, essays, memoirs and other texts destined to radically alter the idea of literature, committing to individual self-expression and a breaking of any imposed aesthetic or formal rule. The purpose of this course is to introduce the students to one of the most innovative and paradigm-changing periods in literature through the study of the ongoing interplay between cultural contexts and individual work during the Romantic period. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. 172EN 304 19th-Century Autobiography (Prerequisite: EN 110 with a grade of C or above) The course considers the concerns of representative Romantic and Victorian writers to perceive some thread of meaning in the development of their lives and their efforts to make their own pilgrimages and discoveries of a life-mission exemplary for others. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 304 19th-Century Autobiography**

**(Corequisite: ENCMP 110)** The course considers the concerns of representative Romantic and Victorian writers to perceive some thread of meaning in the development of their lives and their efforts to make their own pilgrimages and discoveries of a life-mission exemplary for others. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 306 Slavery in the Literary Imagination**

**(Corequisite: ENCMP 110)** This course considers the importance of the transatlantic slave trade and its aftermath to American and British fiction. Following a brief survey of the historical context of slavery and the slave trade, students will read British and American slave narratives and consider their creative afterlife in a selection of novels. They will be introduced to the literary conventions of the genre of slave, free men and free women writings. From that understanding, students will then consider how aspects of these narratives are deployed or reworked in a selection of novels. Focusing on the transatlantic links between these texts, topics for discussion will include: the relevance of gender in these narratives, the politics of the family, conceptions of freedom and national identity, the construction of reading and education as a liberating force, contemporary anxieties about capitalist economies and new technologies, and ethical debates about what it is to be human. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. May be taken more than once for credit with different topics.

### **ENLIT 308 The 20th-Century Novel**

**(Corequisite: ENCMP 110)** The course deals with novels selected in terms of a particular theme or a particular period of time within the 20th century as, for example, the development of the traditional theme of romantic love in the first or the second third of the century. The novels studied may include both works written in English and works in translation. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 310 Selected Topics in World Literature**

**(Corequisite: ENCMP 110)** This course is an upper-level course designed to provide a thorough investigation of a limited number of texts or of a specific central unifying theme that can be chosen either from Western or non-Western literature. The course invites students to take a closer look both at the text or theme in question and at the world out of which the focal subject developed. Through the comparative analysis of literary texts from diverse cultures, students will come to see how cultural differences can influence such elements as narrative, structure, literary style, plot conventions, point of view, or the construction of character and voice. They will also be able to see how similar literary themes may be handled with different emphases by different cultures, or how cultural biases can result in different or even completely opposite moral conclusions. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 311 Slavic Literature in Translation**

**(Corequisite: ENCMP 110)** Introduces major Slavic literary works of different genres (stories, novels, poetry, essays) focusing on this literature's profound contributions to global literature and culture, providing historical background and analyzing foundational examples. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 315 Selected Topics in American Literature**

**(Corequisite: ENCMP 110)** This course explores in some depth a particular period, theme(s), or genre in American Literature. Students study the major historical and cultural contexts out of which the works grew. An important aim of the course is to deepen students' knowledge of a certain topic through a choice of representative writers and works. May be taken more than once for credit with different topics. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 320 The Art of the Sonnet**

**(Corequisite: ENCMP 110)** In this course, students will engage in a chronological exploration of the sonnet. Beginning with a brief introduction to the form's Italian origins, students will then examine the formal and thematic evolutions of the sonnet as it came to and gained popularity in the English-speaking world. Themes and conventions to be discussed will include Petrarchism, courtly love, gender, anti-Petrarchism, history, politics, the self, and art. The flexibility of the form over the centuries will also be

emphasized, including the contemporary question of what it is exactly that makes a sonnet a sonnet. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 330 20th-Century Poetry**

**(Corequisite: ENCMP 110)** The course deals with a limited number of poets who have written in the English language. In some terms, the major American poets may be studied, while in others the major figures in British and Irish poetry. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 335 Literature and Psychology**

**(Corequisite: ENCMP 110)** This course examines the influence of psychoanalysis on writers, literary theorists, and literary critics. Students will read the work of a selected group of writers, explore the influence of psychoanalysis on those writers' work, and consider the subsequent psychoanalytically informed criticism of that work. Finally, students will assess the current state of psychoanalytical literary criticism and the cultural legacy of psychoanalysis. The writers and psychoanalytic approaches studied may vary.

### **ENLIT 340 Modern European Drama**

**(Corequisite: ENCMP 110)** This study of European drama begins with major realists and naturalists such as Chekhov and Ibsen alongside the experimental innovations of Strindberg and Brecht. The modern theater of, among others, Beckett, Ionesco, Pinter, Osborne, Churchill, Kane and Butterworth are analyzed with special emphasis on plot, theme, character, structure and technique. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 342 Modern American Drama**

**(Corequisite: ENCMP 110)** An in-depth study of American drama of the 20th century. Works by playwrights such as Albee, Mamet, Miller, O'Neill, Williams, Wilson, Wasserstein, Norman, Kushner, or Durang will be analyzed with emphasis on plot, theme, character, structure and technique. The social and philosophical vision of each playwright will receive particular attention. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

174EN 346 Study of the Works of a Single Modern Writer (Prerequisite: EN 110 with a grade of C or above) This course focuses on the work of one writer from the nineteenth century to the present. This course may be taken more than once for credit when different writers are studied. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 370 Introduction to Narrative Studies: Interdisciplinary Applications**

**(Corequisite: ENCMP 110)** This course focuses on the core function of narrative across disciplines. Understanding how narratives work is essential to communicate effectively

on any subject, through any medium. We use stories to understand and interpret our world and our place in it. Students will be introduced to the critical principles, terminology, and applications of narrative studies as they were first developed in literary and cultural theory. From there, the course considers how narratives are used in selected fields, from film to business, from politics to artificial intelligence. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 388 Literature and Digital Humanities: Creating the Frankenstein Project**

**(Corequisite: ENCMP 110)** This course serves as an introduction to the growing field and practice of digital humanities in literature, with a focus on the transformative role of digital technologies in how we experience the stories of humankind – and, in turn, the important role of language arts in humanizing technology. It provides history and context for the emergence of a field as wide-reaching as it is vibrant, incorporating inter- and multi-disciplinary study, and ranging from the theoretically and technologically complex to easily accessible forms of narrative incorporating everyday digital interactions. Within this setting, students will contribute to and learn about what is involved in publishing their own text-based digital humanities collaboration, using open source production methods to create a class showcase project. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENLIT 398 Internship: English Language and Literature Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing)** Internship in the field of English Literature obtained through the Career Services Center. Does not count as a major elective for the English Literature major). The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit. NOTES: The internship must be obtained through the JCU Career Services Center. It will not be applicable as an English Literature Major Elective and it cannot be used to fulfill English Literature Minor or Creative Writing Minor course requirements.

### **ENLIT 399 Special Topics in English Literature**

**(Corequisite: ENCMP 110)** An in-depth treatment of a current area of special concern within the field of English Literature. Courses offered previously include: Dickens and Englishness; Race, Class, Gender, Culture: The American Dream in Literature; The Innocents Abroad: Perceptions of Italy in American, European and British Writing; Topics in World Literature: Masterpieces in Western Fiction. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. May be taken more than once for credit with different topics.

### **ENLIT 480 Senior Thesis**

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

### **ENDR 246 Global Theater and Performance**

**(Corequisite: ENCMP 110)** This course focuses on the core function of theater in time, offering students the study of a selected survey of dramatic literature from various periods in combination with play production and performance. Students will be introduced to the critical principles, terminology, and practical applications of theater studies. They will analyze works of cross-cultural world drama by major writers from a selection of global theatrical traditions. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. 176EN/GDR 240 Women Writers (Prerequisite: EN 110 with a grade of C or above) This course is a survey of women writers in the English literary tradition from the Middle Ages to the present. Students are expected to engage with feminist theory and selected essays. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENGD 240 Gender Identities in Literature**

**(Corequisite: ENCMP 110)** This course considers the representation of gender in a range of literary texts from the Middle Ages to the present. Students are expected to engage with gender theory and selected essays. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENGD 303 Race, Class and Gender in the Victorian Novel**

**(Corequisite: ENCMP 110)** This course focuses on the novel of the Victorian period analyzing the reasons which led to the predominance of the form and how it succeeded in balancing mass popularity and aesthetic complexity. The study of the possible critical approaches to the texts and the identification of the formal structures which govern the novel will be an integral part of the course, as will a consideration of the novel's relationship to cultural and historical changes in the period. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENGD 333 Gender and Literature**

**(Corequisite: ENCMP 110.)** Gender plays a role in every literary text produced and read. This course examines gender studies from a formal and historical perspective within literature and asks what “gender” means and how it operates within the field of textual studies. Students will examine gender, from an intersectional point of view, in the creation, reception, and meaning-making of texts. Students will gain familiarity with critical texts within feminism, queer theory, and affect theory and use these tools to approach a variety of literary texts. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5,000-6,000 words of critical writing.

### **ENGD 350 Jane Austen: In Her World and Ours**

**(Corequisite: ENCMP 110)** What is it about Jane Austen’s fictional world that makes her novels so popular, and why do we continue to adapt her work on screen? This course considers the enduring appeal of Austen’s novels from within and beyond their historical contexts. A particular focus of the course is her engagement with gender, but students will also consider how her novels respond to contemporary debates about emotion and mental health, the slave trade, war and empire, new money and class mobility, education, imagination, and the dangers of reading. Students will understand both Jane Austen’s debt to previous writers and her own significant contributions to the genre of the novel. They will read all of Austen’s major novels and selections from the *Juvenilia* and letters. They will also work in groups to critique a film version of a novel, analyzing what contemporary adaptations do with Austen and why. By the end of the course, students will appreciate the cultural and literary contexts from which these novels emerge, and will possess the critical capacities to address why they continue to speak to us today.

### **ENGD 360 Representations of the Female in Literature: 50 Women**

**(Corequisite: ENCMP 110)** This course examines how women have been historically represented in literature as cultural images by both male and female authors. The course considers how the written representation of the female body and personality, idealized or realistic, has changed through history and has, in turn, changed culture and history itself. The idea of “woman” will be interrogated via literary and cultural theories of form, structure, and style.

### **ENHS 315 Selected Topics in American Literature**

**(Corequisite: ENCMP 110. Prerequisite: One previous English literature class or Junior Standing)** This course explores in some depth a particular period, theme(s), or genre in American Literature. Students study the major historical and cultural contexts out of which the works grew. An important aim of the course is to deepen students’ knowledge of a certain topic through a choice of representative writers and works. May be taken more than once for credit with different topics. This is a reading and writing

intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENIS 341 Modern Italian Drama in Translation**

**(Corequisite: ENCMP 110)** An in-depth study of Italian drama of the 20th century. Plays by, among others, Betti, Chiarelli, De Filippo, Fabbri, Fo, Maraini and Pirandello are analyzed with special emphasis on plot, theme, character, structure and technique. Social and existential problems of our time, as seen by the playwrights, are given particular consideration.

### **ENLW 235 Crime and Punishment in Literature**

**(Corequisite: ENCMP 110)** This course explores the themes of crime and punishment in literature, with particular emphasis on the treatment of guilt (and the attendant concepts of legal and moral responsibility) as it is experienced by the individual consciousness of the perpetrator, the accused, the victim, the jailer, and the collective conscience of society. Students in the course will see how literature, through its unique methods and concerns, is able to alert the reader to different understandings of the social, moral, ethical, legal, and philosophical implications of what is only apparently a simple dichotomy between innocence and guilt, right and wrong, or good and evil. Each text or group of texts will be accompanied by an introductory definitional or theoretical reading from thinkers like Foucault, Benjamin, Arendt, and Nietzsche, that will serve as a guiding light in an exploration of the literary texts. This is a reading and writing intensive course. Students in 200- level literature classes are required to produce 4,000-5,000 words of critical writing.

## EXP

### **EXP 1001 Introduction to Teaching English to Adult Speakers of Other Languages**

**(Prerequisite: ENCMP 110 with a grade of B or higher; Recommended: Junior Standing. Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course is a practical introduction to teaching English to adult speakers of other languages. It will consider teaching methodology, types of test (entrance tests, diagnostic tests, progress tests, language proficiency tests, and end-of-course tests), lesson planning, teacher/learner dynamics, the teaching of the four language skills (reading, writing, listening, and speaking), and the teaching of the three language systems (grammar, vocabulary, and pronunciation).

### **EXP 1002 Introduction to Teaching Italian as a Second Language**

**(Prerequisite: ITLN 302 or permission of the instructor. Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This is an introductory course to teaching Italian as a second language to adult speakers. This is a course which covers theories as well as techniques and practice for the teaching of Italian. It will consider teaching methodology, lesson planning, learning contexts, the role of the teacher, the teaching of the four language skills, the teaching of the three language systems (grammar, vocabulary, and pronunciation), the error analysis and the verification and evaluation. Students will also be provided with assisted lesson planning, observed teaching practice, and oral and written feedback. Students will be supervised during their training at John Cabot and will have the opportunity to put in practice the theory in real university classes.

### **EXP 1003 Narratives of Italian Immigration in the United States**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course explores the stories and the experiences of Italian American immigrants as they traveled to America and began their new lives. It aims to analyze the various narratives concerning Italian immigration to the United States between the end of the XIX and the beginning of the XX century. We will explore different moments and issues relating to the immigrants' experiences through short stories and poems, films, documentaries, essays and various original documents.

### **EXP 1004 Professional Skills for Career Development**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. The main goal of this course is to prepare students for their career: the course provides students with an understanding of the mechanisms regulating the job market as well as uncertain, competitive and challenging work environments. The course is also a tool to learn the art of personal branding; students learn how to develop individual soft skills such as leadership style, communication skills, and organization skills. The course

prepares students to successfully enter the job market; participants will learn about the different interviewing techniques and will learn how to apply for a position in an effective manner. In the end, attention is given to external relationships and professional network: the course explains how to build and maintain professional relationships, and how to handle conflict in the working environment.

### **EXP 1005 Video Essay Workshop**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course aims to introduce students to the various forms and methods associated with the contemporary video essay, and to guide them through the conception and production of their own analytic video essays — a skill which they will be able to transfer to numerous other courses and extracurricular and/or professional contexts. The course will teach students to present and directly elaborate the audio-visual material they engage with (rather than merely writing about it), as well as appreciate and understand the ways in which practical and critical engagement with media can advance active modes of spectatorship and media consumption.

### **EXP 1006 Travel Photography**

**(Partially on-site; refer to the complete syllabus for activity fee details. Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. Travel photography is the art of documenting places, people and traditions in a manner that the image itself narrates a feeling of time and place, and a portrayal of the art, and landscapes and societies it engages with. Technically, travel photography also hones skills in dealing with diverse light conditions and settings. A sense of history and observation, and an eye for composition and action are hence integral aspects of this type of photography. The course provides a practical engagement with the challenges of natural light photography, and an analytical appreciation of the language of travel reportage photography.

### **EXP 1007 Two Worlds: An Introduction to the Translation of Italian into English**

**(Prerequisite: IT 202 or permission of the Instructor. Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. The course is an introduction to translation from Italian to English. The strategies and considerations involved in the translation of texts are considered, as well as the difficulties encountered. Texts from a variety of genres are examined and translated. Although theoretical issues are considered, the course is essentially practical. The second half of the course involves translation practice, both in groups and individually. Emphasis is placed on examining the differences between Italian and English in terms of lexis and grammar, as well as the cultural and sociolinguistic elements that must be considered in translation.

### **EXP 1008 The Philosopher in the Garden: Epicureans and Great Gardens in Lazio and Rome**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course originates from the contemporary concern for ecological issues and, therefore, addresses how the hand of man has creatively, productively and artistically managed the natural environment under the inspiration of philosophical principles. It will first consider the philosophical ideas of Epicurus (the “philosopher in the garden”) and then how these ideas further inspired the creation of great Renaissance gardens, many of which are in and near Rome. There will be two extended visits to these gardens in Lazio: the Papal gardens in Castel Gondolfo and the Villa d’Este in Tivoli, or the Villa Lante near Viterbo. Garden layout, botany, design and themes will be all examined in the course.

### **EXP 1009 Tutor Training Workshop for Writers**

**(Prerequisite: ENCMP 110 with a grade of B+ or above. Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course analyzes peer tutoring theories, strategies, and methods. Students will familiarize themselves with current writing process theory, revision strategies for various genres of writing, documentation systems like MLA and APA, and various tutorial methods and techniques. Students will also explore contrastive rhetoric and language interference theories in order to inform their work with language learners. Participants will receive hands-on training as well through observation, analysis, reflection and application of methods in a tutorial setting. Finally, students will enhance their own writing, listening, speaking, assessment, and collaboration skills by conducting tutorials and writing about their experience.

### **EXP 1010 The Exhibition Review**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. The course is designed to introduce students to exhibition review techniques and to practice them. It consists of visits to current exhibitions in Rome, where students will learn skills for analytical viewing and active engagement with art exhibitions. Exhibitions are increasingly numerous and spectacular features in the art-historical landscape. They give us first-hand contact with a vast array of artworks, and they often introduce us to unfamiliar works. But they are also difficult to negotiate. How do we take in the many, carefully orchestrated stimuli and keep a critical distance? How do we analyze the narrative that is being proposed? How do we focus? Exhibition reviews exist to help viewers with these questions.

### **EXP 1011 Making Comics as Visual Literacy**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.) Grading: This course will be graded on a PASS/FAIL scale.**

In this course students will make a mini-comic and in the process develop visual literacy skills. It introduces the basic visual grammar of comics and offers an overview of different visual styles and genres. The core activity of the course involves learning how to go from sketches to final product by developing characters, building a world, constructing panels, sequences, completed stories, and distributing on the Web. Because, comics can visually communicate data and complexity in new and unfamiliar ways, skills developed in this course can be applied to other areas of academic life, such as mathematics, science, information science, literature, history, graphics design, arts, and business education. Learning to make comics will also cultivate entrepreneurial skills, including developing targeted communication, building an audience, developing an identity, and cultivating a public persona.

### **EXP 1012 Directing the Long Take**

**(Prerequisite: COM 230. Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.) Grading: This course will be graded on a PASS/FAIL scale.** The primary aim of this course is to advance students' film-making skills through the development and realization of a single, complex exercise. The long take, or "sequence shot" as it is also called, is an uninterrupted take of longer than usual duration: typically, long takes will last a few minutes, but there are many examples that run for much longer than that, and sometimes, as in the case of Sokurov's *Russian Ark*, for the length of the entire film. Though some long takes use static cameras, they are more often comprised of many and complex camera movements, lighting changes, focus racks, and carefully choreographed staging (i.e. actors' positions and movements). For that reason, shooting a successful long take depends on extremely careful planning and preparation, and tests the filmmaker's ability to control all aspects of mise-en-scene and cinematography at the same time. Learning to manage a long take therefore necessarily leads the filmmaker to a higher level of competence, and prepares her/him for the complexities of planning and shooting an entire film. In addition, the course serves to hone students' writing skills — condensing a meaningful narrative into a single take is no easy feat — as well as to advance their understanding of a widespread cinematic form with a long and varied history.

### **EXP 1013 From Concept to Production: Writing Effective Audio-visual Project Proposals**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.) Grading: This course will be graded on a PASS/FAIL scale.** This course offers the students an opportunity to improve their proposal-writing competence, a useful skill which they will be able to transfer to numerous other courses as well as diverse extracurricular and/or professional contexts. Participants will learn how to structure an effective proposal for their own creative projects with a particular focus on audiovisual productions. Students will understand that writing a proposal is not only a means to test or explore an idea prior to committing to the complete project, but

also a crucial process aimed at developing and strengthening that very initial concept. By having to articulate not only their topic of choice but also their unique take, students will be encouraged to sharpen their own perspective, and, as a result, accomplish a more coherent and cohesive presentation.

#### **EXP 1014 Memes, Viral Media and Internet Culture**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. The term 'meme' applies to a word, phrase or image that spreads throughout a culture and can carry subversive, underground or mainstream meanings. In this course, students will critically engage with the political, ethical and aesthetic considerations of memes which have arisen specifically from internet culture. Students will be encouraged to explore and consider theoretical notions through the production of static or animated memes. Via this practical engagement, using online apps such as giphy and makeameme, students will explore the processes which lead to an image going viral as they to produce and promote their own visual media. Finally, class presentations will enable students to critically assess the internet as a medium via a consideration of the memes produced for the course. Throughout the course, issues around surveillance, information leaks, democracy and freedom of speech will underpin a critically engaged practice of creating viral culture and internet 'memes'.

#### **EXP 1015 Media Production Workshop**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This media production workshop is designed to enable students to develop new projects or finish an incomplete project developed during their coursework at JCU. Examples include shooting new scenes for a video; producing a podcast based on a script written in Writing Across the Media; shooting a short video based on a project developed in a creative writing class; working on sound design, color correction or editing for a video; editing images for a photojournalism project; or expanding and updating a video essay. The course is supervised by a faculty with technical expertise to help with production issues (editing, sound, color correction, etc.) and will follow each student's individualized learning plan.

#### **EXP 1016 A Multimedia Approach to Literature**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. The power of literature has always been its ability to bring meaning to our lives through immersion into the experiences of others. Now, with multimedia and social tools at our fingertips, we can engage with literature, and the universal themes that arise from it, in exciting new ways. This one-credit course will allow students to conceive of and develop a group multimedia project inspired by, and building upon the themes of, a work of literature. Collaboration, central to any production, will extend to working with at least one major organization, perhaps a library or museum, with a community interest in the chosen work.

### **EXP 1017 Professional Skills for the Italian Job Market**

**(As the course is taught in Italian, students must have a level of language above ITLN 300 or permission from the instructor. Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course is taught in Italian and is designed for those interested in doing business with or in Italy. It focuses on Italian business language, with the aim of developing students' written and oral skills while providing them with technical vocabulary and professional expressions that are most often used in business situations. The course prepares students to successfully enter the job market; participants will learn about different interviewing techniques and will learn how to apply for a position in an effective manner.

### **EXP 1018 Community Inclusion through Art and Movement**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. The course provides students with theoretical and practical knowledge of techniques and methodologies for teaching and learning through non-verbal communication and bodily movement. While such skills are necessary for all human communication, they are particularly important in socio-humanitarian and helping relationships. The course is therefore geared towards students who intend to pursue a career working with facilitating the social inclusion of disadvantaged groups such as migrants, prison inmates and people with various disabilities.

### **EXP 1019 Do-It-Yourself Book Making: Chapbooks**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course is designed to introduce students to Do-it-yourself publishing methods, entailing hands on projects where students use readily available tools to craft books for sharing and distribution. Students are introduced to the study of print culture, through the assemblage of a chapbook - a small thematic collection - of their own poetry or prose. Chapbooks serve as wonderful portfolios of work to apply to graduate school and to attract the attention of agents and publishers. The course consists of theoretical and historical readings on print culture and the history of the book. Students will analyze canonical and contemporary examples of chapbooks and artists' books, and be introduced to practical editorial, layout and design skills, tools and methods of bookmaking, and basic folding and bookbinding styles as they create their own book.

### **EXP 1020 Introduction to Text Mining**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course introduces students to the basic elements of text mining that is used in various disciplines to do content analysis by exploring and analyzing large amounts of unstructured text and turning it into quantitative indicators and actionable information. The focus will be on basic applications of text mining based on different automated computational tools and statistical techniques that prepare and handle any document to

a form in which the text can be mined. Some standard functions of RStudio and Microsoft Excel will be covered.

### **EXP 1021 Professional Skills for The Creative Industries**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This interdisciplinary course introduces key skills relevant to careers within the Creative Industries. The course explores the relationship between personal, creative and professional development, and develops a concrete awareness of the 'creative communication tools' relevant to the Creative Industries. The course will help prepare students for careers within the rapidly growing sector, by addressing both practical and professional aspects related to the creative fields such as 'The CV,' 'The Statement,' 'The Portfolio,' and 'The Project Proposal.'

### **EXP 1022 From Concept to Production: Writing Effective Audio-visual Project Proposals**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course offers the students an opportunity to improve their proposal-writing competence, a useful skill which they will be able to transfer to numerous other courses as well as diverse extracurricular and/or professional contexts. Participants will learn how to structure an effective proposal for their own creative projects with a particular focus on audiovisual productions. Students will understand that writing a proposal is not only a means to test or explore an idea prior to committing to the complete project, but also a crucial process aimed at developing and strengthening that very initial concept. By having to articulate not only their topic of choice but also their unique take, students will be encouraged to sharpen their own perspective, and, as a result, accomplish a more coherent and cohesive presentation.

### **EXP 1023 Understanding and Managing Personal Finance**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course approaches the fundamentals of personal finance as well as the overall philosophy of building financial wealth. Individuals can make a more educated choice in their investments and make decisions independently of financial services. The course is based on the financial principles that apply to the corporate world that can be extended to individuals. The course will cover the fundamentals of the stock market and traded stocks on a general level. Introduce P/E valuation, time value of money, ethical investments and effective altruism. In addition, the course will give the student a historic overview to understand the financial development of long-term investments in the stock market over decades. At the end of the course, students will be aware of the criteria to build a personal, profitable, and sustainable personal financial wallet.

### **EXP 1024 Unravelling the Web of Deception - Detecting and Combating Online Disinformation and Misinformation**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. In this course, students will recognize and debunk false claims and explore forms of disinformation, misinformation, persuasion, coercion, intimidation, and exploitation commonly encountered online. Students will use open-source intelligence tools to verify text, audio, and video content, learn techniques to assess sources and original context, examine current harmful disinformation trends, and study practices designed to mitigate the effects of harmful false narratives. A focus point will examine the fast-evolving role of AI-powered tools and techniques in the social media information ecosystem, and efforts to regulate AI online activity to protect privacy, slow the spread of harmful disinformation and promote creativity, productivity, and fulfilment. Students will track real-time election cycles, climate and health science coverage, hot wars and conflicts, culture wars, and other issues of interest across social media platforms. Research will focus on disinformation trends in fields such as public health and climate, elections and politics, law, technology, and business affairs. Students will be expected to study and present concepts to promote a healthier information ecosystem.

### **EXP 1025 Climate Journalism: Combating Disinformation and Driving Change**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. In this course students will produce a climate story and, in the process, develop communication and climate literacy skills. It introduces the basic notions of climate journalism, an overview of the obstacles to climate action and issues with climate communication, and how journalism can combat disinformation in this context. The core activity of the course involves learning how to report on and produce a story with an accountability angle, how to recognize obstruction strategies and how to communicate effectively in order to combat disinformation and support climate awareness and action. Because the climate crisis is an ongoing, widespread, complex issue which intersects everything else, skills developed in this course can be applied to other areas of life, from academics to business to creative endeavours.

### **EXP 1026 Coded Biophilia: Wearables and Textile Futures**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course is a workshop designed to learn the basics of soft wearables and the exploration of biological textiles. During the course, students will explore the potential of bacterial cellulose for textile futures in terms of growing living materials and creating speculative scenarios for second skins, sensors, and adaptive responsive structures. Learning new methods of making sensory surfaces for wearables and to envision how biotechnology and new materials will shape our environment. Students will critically engage with the processes and methods of making/ production. This includes aspects of materials, tools and models of practice. Working individually and in groups, students will develop a creative body of visual research, including tactile inspirations and physical

samples, document and record every experiment and process to finally produce a working prototype and its social context.

### **EXP 1027 Diplomacy in Practice**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course introduces students to the world of diplomacy by defining what is meant by diplomacy, clarifying how it differs from foreign policy and examining the work of diplomats in all their components. While diplomacy is often considered an 'art', the course is aimed at transferring to students the practical skills necessary for the effective practice of diplomacy.

### **EXP 1028 Emotionally Intelligent Leadership in Humanitarian Crises**

**(Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. The course offers students both theoretical and practical knowledge on the basic skills, competencies and qualities required to lead an effective response in humanitarian crises. It creates a foundation for understanding why it is important for humanitarian leaders to use emotional intelligence when sharing a common operational space with a broad range of stakeholders (i.e. Government, military, police, private sector).

### **EXP 1029 Foundations of R Programming**

**(Prerequisites: Recommended: MATH 208 or PSYCH 208 or POLSC 208. Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course introduces the main foundations and principles of programming in R, a widely-used programming language for statistical analysis in data science. Students will learn the basics of how to generate random variables, manage datasets, and perform various statistical analyses. The course begins with descriptive statistics, covering methods for summarizing and visualizing data using the R programming language, and explores key numerical measures like mean, median, variance, and standard deviation. Sampling methods and distributions, leading to hypothesis testing and statistical inference, will also be discussed. The course includes simple linear regression to model relationships between variables and make predictions. Emphasis is placed on real-world applications, enabling students to analyze data and present findings effectively using R.

### **EXP 1030 Art and Design Workshop – Visiting Artist / Designer**

**(One Previous Course in Art and Design. This class requires a materials fee of €75/\$85 to cover all basic art supplies. Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.))** Grading: This course will be graded on a PASS/FAIL scale. This studio-based 1-credit course offers students a unique opportunity to participate in a workshop led by a distinguished visiting artist or designer. With a focus on hands-on learning, students will actively create work in response to a project brief developed by the visiting professional, exploring advanced techniques or innovative approaches specific to the artist/designer's practice. The course

emphasizes the exploration of particular skills and methods, providing a concentrated and intensive experience for students who already have prior experience in Art and Design. This course can be taken multiple times with different instructors.

#### **EXP 1031 International Humanitarian Law: Theory and Practice**

**Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. The course introduces student to the basics of International Humanitarian Law (IHL, or the Law of Armed Conflict). It describes the obligations of States and non-state actors engaged in hostilities, and the protective regime bestowed upon certain categories of individuals affected by armed conflicts. The course provides students with the tools to understand the current controversies concerning the (lack of) application of IHL.

#### **EXP 1032 Exploring the Technical Implications of Law and Ethics in Social Media**

**Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. Through case studies and comparative analysis, this experiential course explores the technical challenges involved in ensuring compliance with regulatory frameworks and moral expectations in the design and operation of social media systems. The course discusses the social, ethical, and legal dimensions of social media, with a special emphasis on the significant differences between the regulatory frameworks governing them across the world. The diversity of these frameworks requires platforms such as Facebook, Instagram, X, and TikTok to develop ad-hoc strategies and implement technical solutions to guarantee compliance, which will be analyzed in the course. The course is especially relevant for students interested in the intersection between technology, law, and ethics.

#### **EXP 1066 Performed Activism: Storytelling for Social Change**

**Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.)** Grading: This course will be graded on a PASS/FAIL scale. This course introduces students to the crucial role of public speaking in activism. This course is designed to help students develop effective public speaking skills while learning how to use their voices for change. The course will work on two fronts. First, students will be able to analyze, critique and understand the key features of great activist speeches. Secondly, by merging rhetorical techniques, storytelling, and advocacy strategies, students will be asked to deliver powerful speeches and messages that inspire action.

## **GENDER STUDIES**

### **AHGD 365 Visualizing Gender from Late Antiquity to the Middle Ages**

**(Prerequisite: One previous course in Art History)** The course investigates the visual construction of gendered identities in the art produced in Europe in late Antiquity and the Middle Ages. The course will discuss how this diverse visual repertoire operates as in an on-going re-definition or re-negotiation of gender as a category. To that end, it addresses both traditional gendered constructs and representations that challenge heteronormativity as an ideal. The cultural centrality of Christianity in these periods means that representations of gender are inextricably linked to contemporary discourses regarding political, social, economic and ethnic identities, as well as religion. Methodological approaches to the analysis of gender, and to agency of the viewer in the reception and construction of gendered identities, are integral to the course. *Satisfies "the Medieval World" core course requirement for Art History majors*

### **MEGD 301 Masculinities in Film**

**(COM 210 or GDSO 200 or permission of the instructor)** This course examines how cinema constructs, challenges, and reimagines masculine identities. Drawing on film studies, feminist and queer theory, and critical masculinity studies, we analyze how dominant models of masculine representation are both perpetuated and contested. Through close analysis of films across eras, genres, and cultural contexts, we explore recurring questions about masculine representation, power, vulnerability, and identity. Special emphasis is placed on understanding how films both reflect and shape cultural understanding of masculinity, while examining possibilities for new imaginaries of masculine expression.

### **MEGD 327 Popular Music, Gender and Sexuality**

**(Prerequisites: COM 220, MEDIA 316, MEGD 360 or permission of the instructor)** The course examines the relationship between popular music and constructed understandings of gender and sexuality. Students will learn to critically evaluate and deconstruct traditional representations of gender and sexuality and the ways in which they influence musical practices at the level of production, dissemination and consumption. Canonical, alternative and ambivalent representations of masculinity and femininity and other subjectivities beyond the binary will be analyzed from different theoretical perspectives (e.g. popular music studies, media theory, feminist theory, queer theory). The course will also investigate understandings and representations of queerness in popular music which often articulate themselves either as enriching exposition or mere commercial exploitation. Strong emphasis will be placed on notions of intersectionality with other social positionings (race, class, etc).

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### **MEGD 350 Queer Cinema**

This course provides an overview of LGBTQ+ film (both in terms of representation and production) and introduces a wide range of historical and cultural contexts for this cinema. Narrative and filmic techniques of Queer cinema will be explored, as well as the historical development within queer culture and history, the changing philosophies about queer representation, and the relationship to mainstream film industries, with special emphasis on a diverse range of films, filmmakers and eras.

### **MEGD 353 Women in Film**

This course introduces the issues that feminist theories pose for the analysis of films and culture. These issues are usually framed in reference to women's access to and roles in the production of media and women's representation within these media. Correspondingly, the course offers two major sections of investigation. First, we will explore the historical development of women's roles in the cinema as creative artists. Second, we will explore the various ways in which women's roles in the film industry intersect with the wider identity political issues of race, class, sexuality, and national identity.

### **MEGD 360 Race and Gender in Popular Media**

**(Prerequisite: COM 220)** Using contemporary theoretical approaches, this course examines both Race and Gender as social constructions, and the role and function of Cinema and Television texts in circulating and contesting those constructions. Focusing on analyzing Cinema and Television texts for their construction of meaning, this course looks at the complex ideological operations at stake in the operations, maintenance, and resistance to meanings constructed around race and gender.

### **MEGD 364 Feminist Media Studies**

**(Prerequisites: COM 220 or permission of the instructor)** This course will introduce students to feminist media studies as a critical approach to examine enduring and emerging trends in media production and consumption, and to envisioning action for change. In this course we will privilege an intersectional and transnational feminist perspective by considering how media forms, industries, and practices are shaped by interconnected inequalities of gender, race, class and sexuality in a global context. Students will become familiar with key concepts and debates in feminist media studies.

They will learn how to use them in the analysis of a variety of media texts and technologies as well as in their own experience as media users and makers.

### **MEGD 399 Special Topics in Media and Gender Studies**

**(Prerequisite: COM 220 recommended)** Special topics.

### **ENGD 240 Gender Identities in Literature**

**(Prerequisite: ENCMP 110 with a grade of C or above.)** This course considers the representation of gender in a range of literary texts from the Middle Ages to the present. Students are expected to engage with gender theory and selected essays. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### **ENGD 303 Race, Class and Gender in the Victorian Novel**

**(Corequisite: ENCMP 110)** This course focuses on the novel of the Victorian period analyzing the reasons which led to the predominance of the form and how it succeeded in balancing mass popularity and aesthetic complexity. The study of the possible critical approaches to the texts and the identification of the formal structures which govern the novel will be an integral part of the course, as will a consideration of the novel's relationship to cultural and historical changes in the period. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

### **ENGD 333 Gender and Literature**

**(Corequisite: ENCMP 110)** Gender plays a role in every literary text produced and read. This course examines gender studies from a formal and historical perspective within literature and asks what "gender" means and how it operates within the field of textual studies. Students will examine gender, from an intersectional point of view, in the creation, reception, and meaning-making of texts. Students will gain familiarity with critical texts within feminism, queer theory, and affect theory and use these tools to approach a variety of literary texts. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5,000-6,000 words of critical writing.

### **ENGD 350 Jane Austen: In Her World and Ours**

**(Corequisite: ENCMP 110)** What is it about Jane Austen's fictional world that makes her novels so popular, and why do we continue to adapt her work on screen? This course considers the enduring appeal of Austen's novels from within and beyond their historical contexts. A particular focus of the course is her engagement with gender, but students will also consider how her novels respond to contemporary debates about emotion and mental health, the slave trade, war and empire, new money and class mobility, education, imagination, and the dangers of reading. Students will understand both Jane Austen's debt to previous writers and her own significant contributions to the genre of the novel. They will read all of Austen's major novels and selections from the Juvenilia and letters. They will also work in groups to critique a film version of a novel, analyzing what contemporary

adaptations do with Austen and why. By the end of the course, students will appreciate the cultural and literary contexts from which these novels emerge, and will possess the critical capacities to address why they continue to speak to us today.

### **ENGD 360 Representations of the Female in Literature: 50 Women**

**(Corequisite: ENCMP 110)** This course examines how women have been historically represented in literature as cultural images by both male and female authors. The course considers how the written representation of the female body and personality, idealized or realistic, has changed through history and has, in turn, changed culture and history itself. The idea of “woman” will be interrogated via literary and cultural theories of form, structure, and style.

### **GDSO 200 Introduction to Gender Studies**

Gender Studies is an interdisciplinary field that examines gender and sexuality. This course offers an introduction to historical and current debates taking place within gender studies. Students will explore historical and contemporary feminist, masculinity and queer theories, paying close attention to both local and global issues, and learning the tools for critically engaging issues related to gender.

### **ITGD 307 Italian Language and Gender**

**(Prerequisites: Placement into ITALN 302 or above through the JCU placement test or ITALN 301)** The course focuses on an advanced study of Italian language from a gender perspective. It aims to consolidate the language structures previously acquired as well as apprehend both the sociocultural implications of language, and how the use of language contributes in creating and recreating ideologies. Through the use of software for linguistic analysis of texts, for example, we will analyze some classic fairy tales and Disney’s movies focusing on adjectives and actions that describe the main characters. After collecting the data, we will compare them with the scheme developed in a semiotic and linguistic perspective by England, Descartes and Collier-Meek (2011) which identifies the main characteristics of male and female stereotypes. Moreover, through exposure to a broad range of texts, students will be involved in the current heated debate concerning the revision of the Italian language in a gender-inclusivity and diversity key.

### **ITGD 335 Twentieth Century Italian Women Writers**

**(Prerequisite: Placement above ITALN 302 through the JCU placement test, or ITALN 302, or permission of the instructor.)** This course will deal with the writings of Italian women writers (Aleramo, Deledda, Morante, Ginzburg, Banti, etc) of the late nineteenth and twentieth centuries. Their contribution has been crucial in the shaping of a recognizable, but still not fully acknowledged, “tradition” of women writers in Italy. Through the particular perspectives of distinguished Italian women writers, the course will explore versions of “feminine writing” and will introduce gender- and genre-related issues. Class discussion and assignments will examine themes such as the construction of female identity and the role played by women’s writings in the context of social and political emancipation for women in Italy. All work will be in Italian.

### **ITGD 335 Twentieth Century Italian Women Writers**

**(Prerequisite: Placement or ITALN 302 or permission of the instructor)** This course will deal with the writings of Italian women writers (Aleramo, Deledda, Morante, Ginzburg, Banti, etc) of the late nineteenth and twentieth centuries. Their contribution has been crucial in the shaping of a recognizable, but still not fully acknowledged, "tradition" of women writers in Italy. Through the particular perspectives of distinguished Italian women writers, the course will explore versions of "feminine writing" and will introduce gender- and genre-related issues. Class discussion and assignments will examine themes such as the construction of female identity and the role played by women's writings in the context of social and political emancipation for women in Italy. All work will be in Italian.

### **PHGD 314 Feminist Philosophy**

**(Prerequisites: One previous philosophy course or Junior Standing Co-requisites: ENCMP 110; Recommended: Junior Standing)** Feminist philosophy evaluates feminist claims and arguments and investigates biases in past and present philosophy. Using existing philosophical tools and developing new ones, it analyzes the social and conceptual subordination of women and other groups, and questions prevailing ideas about what is real and valuable, how we know things, and how society should be. In doing so, it makes distinctive contributions to each of the principal subfields of philosophy: epistemology, metaphysics, ethics, political philosophy, and aesthetics. This course will examine a variety of challenging issues, ideas, and arguments in feminist philosophy, in relation to concrete examples and cases. Topics may include the meaning and nature of "gender," "sex," or "sexuality," how categories, institutions, or attitudes can be oppressive, the gendered nature of philosophical conceptions of the self, mind, body, or knowledge, theories of sexual difference, post-colonialism, ecofeminism, and ethical or political issues regarding work, speech, sex, or the family.

### **PLGD 375 Politics of Gender**

**(Prerequisites: POLSC 209)** This course explores the ways in which the social and cultural constructions of gender influence the nature and practice of political life. The course revolves around two themes – exclusion and empowerment – and examines the practices, policies and structures that exclude different genders, as well as the strategies and repertoires of different gendered communities to protect their rights and interests and promote equality. The course is organized around a variety of topics, blending issues of exclusion and empowerment. The course begins by laying out debates surrounding gender and key themes used to examine the topic in psychology, biology, sociology and economics. We then move to examine specific synergies between gender and politics, exploring the issues of political representation, political participation, public policy, the body politic, the political economy, development, violence, rights, political mobilization and transnational issues. Using case studies, as well as lessons from practitioners, the course surveys a variety of issues and debates related to gender and politics.

### **SOGD 310 Gender, Culture, and Urban Spaces**

**(Prerequisites: Junior Standing)** This course examines how city spaces, social relations and urban cultural production are shaped by gendered power dynamics, using a feminist intersectional lens and exploring key terms in gender studies. On the one hand, the course

looks at how gender is constructed in cities, creating exclusionary spaces through design, policy and institutions. On the other side, it explores how social groups resist and engage in practices of liberation from gendered power dynamics, reclaiming urban space through the production of cultural forms and diverse social relations. While critically exploring such dynamics, the course also aims to provide students with tools for re-imagining and shaping a more just and equitable urban environment. The course includes hands-on research through field observation and visits in Rome together with examples from a wide range of other geographical locations.

## **FINANCE**

### **FIN 301 Finance**

**(Prerequisites: FIN 201, FIN 202, ECON 202, STATS 208)** This course examines both the theoretical and applied foundations required to make decisions in financial management. The main areas covered include an overview of the financial system and the efficiency of capital markets, evaluation of financial performance, time value of money, analysis of risk and return, basic portfolio theory, valuation of stocks and bonds, capital budgeting, international financial management, capital structure management, and the CFA Institute Code of Ethics and Standards of Professional Conduct.

### **FIN 302 Financial Management**

**(Prerequisite: FIN 301)** This course builds on FIN 301 Finance and completes the overview of theoretical and applied foundations required to make decisions in financial management. The course focuses on the interpretation of financial data ratios, cost of capital and long-term financial policy, short-term financial planning and management, issues in international finance, and mergers and acquisitions.

### **FIN 312 Investment Analysis**

**(Prerequisite: FIN 301)** This course concentrates on the operation and function of securities markets. It emphasizes basic techniques for investing in stocks and bonds. Technical analysis is introduced and portfolio theory discussed.

### **FIN 330 International Finance**

**(Prerequisite: FIN 301)** The course emphasizes the structure and analysis of international capital and financial markets, Euro-currency financing, and the financing of international transactions.

### **FIN 331 Portfolio Management**

**(Prerequisite: FIN 301)** This course provides a comprehensive overview of modern portfolio theory and management. It covers the measurements of risk and the implications of efficient diversification on portfolio risk including the Markowitz model, an introduction to simple index models, CAPM and APT, and the role of asset allocation in the risk-return profile of the portfolio. The management of fixed income portfolios is introduced, including the term structure of interest rates. The use of futures, options, and other derivative security markets is examined in the context of portfolio management and hedging strategies. The course also includes an introduction to portfolio performance evaluation as well as developing investment policy statements using the CFA® Institute's guidelines.

### **FIN 335 Entrepreneurial Finance**

**(Recommended: FIN 301 for Business, International Business, and Economics)** Entrepreneurial activity is a powerful engine for growth in today's economy. The financial issues confronting entrepreneurial firms are drastically different from those faced by

established companies; this course is designed to address those unique financial issues and develop a set of skills appropriate for such situations. The course will be articulated in three main parts: 1) investment analysis – understanding sources of value, reading financial statements and using pro-forma models in the context of acquisitions; 2) financing the entrepreneurial firm – various sources of capital, including seed and angel financing, crowdfunding, venture capital and strategic alliances; 3) harvesting – investment exit strategies including IPOs and acquisition by a third party. 180NOTE: the course is opened to all students interested in entrepreneurship. While some prior knowledge of finance will be helpful, the basic concepts will be covered in the course.

### **FIN 340 Introduction to Derivatives**

**(Prerequisite: FIN 301)** Focusing on both theory and application, the course will cover forward, futures, swaps and options markets. Students will learn how derivatives markets operate, and how derivatives are priced and used, in order to understand the importance of derivative instruments in business and the economy. Special attention will be paid to the mechanics of derivative instruments and the markets in which they trade, using the Law of One Price and arbitrage forces to develop derivatives pricing models, applying derivatives pricing models using real world data, communicating derivative hedging strategies and applying speculative strategies using derivatives.

### **FIN 350 Fixed Income Analysis**

**(Prerequisite: FIN 301)** This course will cover the basics of fixed income analysis. The main topics covered are: features of fixed income securities and overview of bond sectors and instruments, risks associated with investing in bonds to include interest rate risk and credit risk, introduction to the valuation of fixed income securities to include valuing mortgage-backed and asset-backed securities and bonds with embedded options, study of yield measures, spot rates, and forward rates and the term structure and volatility of interest rates.

### **FIN 360 Mergers and Acquisitions**

**(Prerequisites: Junior Standing, FIN 201, FIN 202, FIN 301)** Despite the frequency and magnitude of Mergers and Acquisitions (M&A) activity, M&As have a poor track record of success. Building on the premise that what happens after the deal is signed is as critical as the deal-making itself, in this course the student will research general literature, case studies, and practitioner experiences to build the knowledge necessary to address the financial, strategic and organizational challenges of acquisitions, with a view to realizing the promise of value creation. Specifically, the course explores the role of M&As in corporate strategy, domestically, overseas and across borders. It also reviews the fundamental building blocks: identification, valuation, negotiation, due diligence, deal structuring, financing, and integration.

### **FIN 370 Behavioral Finance**

**(Prerequisite: FIN 301)** Behavioral Finance studies how individuals and firms make financial decisions, and how those decisions might deviate from those predicted by traditional finance or economic theory. Behavioral finance focuses on persistent decision-

making biases that have been documented by psychologists. In fact, according to behavioral finance, many facts about asset prices, investor behavior, and managerial behavior are best understood in models where at least some agents are not fully rational. Therefore, this course introduces the theories developed by research into cognitive biases, individual emotions and other psychological effects of decision making, and explores the applications of these theories in finance, investment, and management. It also introduces students to behavioral and experimental methodologies used in finance, economics and other disciplines.

### **FIN 372 Financial Institutions and Capital Markets**

**(Prerequisite: FIN 301)** This course covers the structure and role of financial markets and institutions such as commercial banking, investment banking, and major equity, debt, and derivative markets and includes discussion of management, performance, and regulatory aspects. The course also examines the functions of central banks and monetary policy for these financial markets and institutions. Case studies and real life examples are also disseminated throughout the course to allow students the additional exploration of national and international implications of financial markets, including 181those concerning credit crisis, their causes, and the likely reverberations and regulatory reforms.

### **FIN 398 Internship: Finance Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Finance obtained through the Career Services Center)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **FIN 399 Special Topics in Finance**

**(Prerequisites: Junior Standing, FIN 301)** An in-depth treatment of a current area of special concern within the field of Finance. Topics may vary. May be taken once for credit with different topics.

### **FIAC 311 Financial Statement Analysis**

**(Prerequisite: ACCT 201 with C or above)** This course is designed to prepare students to interpret and analyze financial statements in order to be able to assess the performance of the company, take investment decisions, financing decisions and other decisions that rely on financial data. The course focuses on how to interpret numbers of the financial statements included in the annual report. The course focuses on the evaluation of the performance of the company, investigating its profitability, liquidity and solidity analysis, to check the economic and financial conditions of the company. The course also investigates the intrinsic equity value of the firm, comparing it to its book value. The aim of this course is to provide the students with a framework for analyzing the company's performance, estimating also its future possible outcome, and valuing its equity. The course combines topics that vary from accounting, finance, and business strategy and applies them to financial decision making.

## **FRENCH**

### **FRNCH 101 Introductory French I**

This course is designed to give students basic communicative ability in French. Students work on all four language skills: speaking, listening comprehension, reading and writing.

### **FRNCH 102 Introductory French II**

**(Prerequisite: Placement into FRNCH 102 or FRNCH 101 with a grade of C or above)** A continuation of FRNCH 101. This course aims at developing and reinforcing the language skills acquired in Introductory French I, while placing special emphasis on oral communication.

### **FRNCH 201 Intermediate French I**

**(Prerequisite: Placement into FRNCH 201 or FRNCH 102 with a grade of C or above)** A continuation of FRNCH 102. This course focuses on consolidating the student's ability to use French effectively. Emphasis is given to grammar review and vocabulary expansion. Selected readings and films acquaint students with French and francophone culture.

### **FRNCH 202 Intermediate French II**

**(Prerequisite: Placement into FRNCH 202 or FRNCH 201 with a grade of C or above)** A continuation of FRNCH 201. While continuing the review of grammar, the course emphasizes the development of reading and composition skills in the context of the French and francophone culture. Literary readings, newspaper articles, and films, are an essential component of this course.

### **FRNCH 301 Advanced Grammar and Conversation**

**(Prerequisite: Placement into FRNCH 301 or FRNCH 202 with a grade of C or above or permission of the Instructor)** This course is designed to help students gain fluency and confidence in speaking while reviewing the advanced structures of French grammar. Contemporary literary and journalistic texts offer an introduction to French culture and provide the basis for class discussions geared toward expanding vocabulary and reinforcing the idiomatic use of the language. In terms of language practice, the course provides additional opportunities to improve the four skills in language learning (speaking, understanding, reading and writing).

## **GREEK**

### **GREEK 101 Elementary Greek I**

This course is a first introduction to the study of the Ancient Greek language. It is designed to equip the student with the basics (grammar, vocabulary, syntax) of Ancient Greek in its most widely known form, that of the dialect of classical Athens. The aim of this course is to give a thorough introduction and preparation for reading original texts written by Homer, Aesop, Menander, Xenophon, Plato, Biblical Greek and other works from Hellenistic and later Greek. No knowledge of Greek is assumed.

### **GREEK 102 Elementary Greek II**

**(Prerequisite: GREEK 101 or permission of the instructor)** After a brief review of key grammar and morphology from Greek 101, the course will complete the process of providing students with a sufficient grasp of Greek vocabulary, morphology and syntax to enable them to read unadapted passages from ancient Greek authors (with the aid of a lexicon) by the end of the course. There will be short readings of selections from Aesop, Lucian and Greek epigrams.

### **GREEK 282 Directed Readings in Greek**

**(Prerequisite: GREEK 102 or permission of the Instructor)** The course will offer students the opportunity to read original Greek texts as well as improve their command of accent, syntax and vocabulary. Language levels will be determined at the beginning of the course and depending on the levels, texts will be chosen to match those levels. The course will emphasize reading Greek for cultural, historical, and social content as well as improving grammar and vocabulary. Texts may therefore vary but will be chosen from such Greek authors as Herodotus, Xenophon, Plato, Lucian, Cebes or the New Testament.

## **HISTORY AND HUMANISTIC STUDIES**

### **HIST 120 Introduction to Western Civilization I**

This survey course explores the foundations of Western societies and cultures and the transformations they underwent from prehistory through the Renaissance. Emphasis is placed on the ways in which diverse ancient Mediterranean and Near Eastern peoples interacted to lay the groundwork for Western civilization, the ways in which political structures and cultures changed over the time period covered, and the development of Western religions and cultures. In addition, through the examination and discussion of a range of primary source materials, the course serves as an introduction to the practice of history, i.e., how historians examine the past and draw conclusions about it.

### **HIST 121 Introduction to Western Civilization II**

This course surveys European history from the Reformation to the present, concentrating on the intellectual, political, and economic transformations that marked the advent of Western modernity and on what these changes meant for the people living through them. An additional focus of the course is the evolving relationship between Europe and the rest of the world over the time period covered. Like HS 120, this course also provides an introduction to the practice of history, i.e., how historians go about reconstructing and interpreting the past.

### **HIST 200 Doing History**

**(Co-requisites: ENCMP 110)** This course introduces students to the practice of history, that is, how professional historians investigate, reconstruct, and interpret the past. Students will examine a variety of methodological approaches and theoretical perspectives that historians have employed in studying a particular historical problem (the topic varies from semester to semester). Students will also engage directly in practicing history by analyzing a variety of primary and secondary sources and carrying out a significant research project related to the topic of the semester.

### **HIST 201 Long-Term History of Globalization**

Contemporary discussions of globalization often suffer from a certain short-sightedness. It is all- too-frequently treated as a recent creation of twentieth- and twenty-first-century world economies and information networks. Both its advocates and its critics too often assume that the history of globalization has been the history of the “westernization” of economic and cultural practices. This course provides a deeper and longer term introduction to the complex forces and far-from-one- sided cross-cultural interactions that have been “globalizing” our planet since the development of settled agriculture. Among the aspects of globalization’s history that are covered are the development of market conventions, the spread of religious and cultural traditions, ecological exchanges, transport technologies and networks, migration, the role of violence, and industrialization and deindustrialization.

### **HIST 210 Nineteenth-Century Europe and the World**

This course explores the history of Europe and its relations with the larger world from the French Revolution to the outbreak of World War I. In it, students investigate the cultural, diplomatic, economic, political, and social developments that shaped the lives of nineteenth-century Europeans. Significant attention will be given to the relationship between Europeans and peoples in other parts of the world, the development of new political ideologies and systems, and the ways in which everyday life and culture changed during this period. Satisfies “Modern History” core course requirement for History majors.

### **HIST 211 Twentieth-Century Europe and the World**

This course explores the history of Europe and its relations with the larger world from World War I through the aftermath of the Cold War. In it, students investigate the cultural, diplomatic, economic, political, and social developments that shaped the lives of twentieth-century Europeans. Significant attention will be given to the relationship between Europeans and peoples in other parts of the world, the experience and significance of the World Wars and the Cold War, the development of democratic, authoritarian, and ‘totalitarian’ political systems, and the ways in which everyday life and culture changed during this period. Satisfies “Modern History” core course requirement for History majors.

### **HIST 233 The Italian Renaissance**

This course explores the history and culture of the Italian Renaissance (c.1300-c.1600 CE) through the critical examination of primary sources – ranging from formal treatises to iconography and art – as well as current scholarly debates. Among other things, the course will examine the development and significance of Renaissance humanism, including the roles that its revival and transformation of Greek and Roman ideals played in distinguishing Renaissance culture from what came before. Other dimensions may include “civic humanism” and the Florentine Republic, the rise of princely courts and associated cultural movements, the ideal of the “universal man” and its embodiment in figures like Leonardo da Vinci, and the Renaissance’s social and economic contexts (including the experiences, activities, and perceptions of marginalized groups, like women, minorities, and people of lower social standing), as well as other key religious, artistic, literary, and intellectual developments of the period. Satisfies “Medieval” or “Early Modern History” core course requirements for History majors.

### **HIST 235 The Birth of Medieval Europe**

This course explores the major events, intellectual developments, and artistic achievements that shaped the history and cultures of Europe and Byzantium from the 4th to the 11<sup>th</sup> centuries across the Mediterranean basin and the entire European continent. The course treats such issues as the migrations and political restructuring of Late Antiquity, the Christianization of Europe, the development of feudalism, the rise of the Dar al-Islam and its relations with Europe and the Byzantine world, heresy and

orthodoxy, religious reform movements, and cross-cultural relations at the Mediterranean level. Satisfies "Medieval History" core course requirement for History majors.

### **HIST 236 Europe Before Nations: From the First Crusade to 1453**

This course explores the major political events, changes, and cultural achievements of the High Middle Ages from the era of the Crusades through the mid-fifteenth century. Topics covered may include the effects of the arrival of the Seljuk Turks in Asia Minor, the Crusades (including their impact in Europe and the wider Mediterranean), the Spanish reconquista, the rise and culture of the Italian city states, the development of Slavic states in the Balkans, the arrival and impact of the Mongols, the "Black Death," and the end of the Byzantine Empire. Satisfies "Medieval History" core course requirement for History majors.

### **HIST 240 History of Islam I: The Golden Age of Islam**

An extensive introduction to the formation of Islam and its historical development from its origins (7th century) until the sack of Baghdad by the Mongols (13th century). The course surveys the major political changes and intellectual trends of the period. Structured chronologically, with thematic sessions about theology, culture and law, emphasis is placed on the extent to which regional, ethnic, religious, and linguistic differences amongst the people of the Islamic world were absorbed into a communal "Islamic identity." Satisfies "Medieval History" core course requirement for History majors.

### **HIST 241 History of Islam II: Mamluks & Ottomans (1250-1918)**

A survey of the history of the Middle East from the time of the victory over the Crusaders to the end of the Ottoman Empire, with emphasis on intellectual, cultural, and religious life. The course will review the major political developments of this period, beginning with the dynamic thirteenth century that witnessed the Mongol conquest. Next, the course will discuss the politics and culture of the Mamluks (1250-1500) and the Ottomans (1500-1900), with a special focus on the question of regional autonomy and religious and cultural diversity. The political, commercial, and intellectual interaction between Europe and the Middle East during this period will also receive attention. Satisfies "Medieval History" or "Early Modern History" core course requirements for History majors.

### **HIST 260 Early Modern Europe: Absolutism and Revolutions**

This course provides a survey of the basic events and developments in European history, from the Wars of Religion of the late 16th and early 17th centuries through the Napoleonic era. The focus is primarily on the political, cultural, social, and economic developments that laid the foundations of European modernity. Satisfies "Early Modern History" core course requirement for History majors.

### **HIST 265 Europe's First Empires: From Columbus to Cook**

This course examines Europe's rise from a relatively peripheral region of Eurasia in 1400 to a center of global imperial and economic networks by the end of the 18th century. Beginning with the 15th and 16th century voyages of exploration, students investigate how interactions between Africans, indigenous Americans, Asians, Europeans, and Pacific Islanders developed over the course of the creation of European trading empires in the Eastern hemisphere and territorial empires in the Americas. Key issues to be addressed include how and why early modern European powers succeeded in setting up global empires, the effects of cross-cultural interactions in the colonies and Europe, and the significance of the exchanges of peoples (including the Atlantic slave trade), material resources, manufactured goods, disease, and ideas that occurred in the wake of the voyages of Columbus, Cabot, and da Gama. Satisfies "Early Modern History" core course requirement for History majors.

### **HIST 280 The American Experience I: From the First Colonies to the Closing of the Frontier**

This course provides an overview of American history from early European discoveries and settlements to the closing of the frontier. Main emphasis will be on the economic, political, social, cultural, and artistic experiences that shaped the Republic and its people. Main themes will be the wilderness and the frontier, the struggle for independence, slavery and civil rights. Special attention will also be devoted to the impact of Puritanism, the pioneer spirit, democracy and freedom, and Manifest Destiny. Satisfies "Early Modern History" or "Modern History" core course requirement for History majors.

### **HIST 283 The American Experience II: From the Closing of the Frontier to the Present**

This course will examine the transformation of the United States from a peripheral country to a world power. The course will analyze the causes of that transformation, focusing on industrialization, the First World War, the Great Depression, changes in American social thought and literature, the Second World War, the Cold War, Vietnam, and the search for a new world order. Special attention will be devoted to democracy and freedom, the role of race, the impact of immigration, as well as the post-war student and protest movements. Satisfies "Modern History" core course requirement for History majors.

### **HIST 284 History of Immigration to the United States**

This course examines the history of immigration to the United States since the beginning of the nineteenth century. In it, students will use historical and anthropological sources to study the causes of immigration and the social, cultural and economic adaptation of immigrants to the American way of life. Significant attention will be given to immigrants' experiences in the United States and the various processes through which immigration has shaped American identities, politics and society. Satisfies "Modern History" core course requirement for History majors.

### **HIST 290 Native American History and Traditions**

This course aims to broaden students' understanding of the history, culture, and contemporary situations of Native Americans. The course uses historical, literary, and anthropological analysis to explore American Indian life and culture. It also examines the contemporary legal and social institutions that affect Native American life. Topics treated include: history of the indigenous peoples of North, Central, and South America, Native American religion, Native American economic development, and Native American oral and written literatures. Satisfies "Early Modern History" or "Modern History" core course requirement for History majors.

### **HIST 299 Special Topics in History**

An in-depth treatment of a current area of special concern within the field of History. Topics may vary. May be taken more than once for credit with different topics. Depending on topic, may satisfy Ancient, Medieval, Early Modern or Modern History core course requirement for History majors.

### **HIST 311 History, Memory, and Popular Culture**

**(Co-requisites: ENCMP 110; Recommended: Junior Standing, One previous history course)** This course aims to explore the relationship between history, memory, and popular culture: how is our view of the past shaped by popular culture, and how do societies collectively remember and represent the past? Students will learn to think critically about representations of the past in popular culture and the relationship between history and present day society. Satisfies "Modern History" core course requirement for History majors.

### **HIST 320 The Problem of Slavery in Western Culture**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** History Research Seminar: 300-level history courses. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This intellectual history course examines one of the most profound paradoxes in the history of Western culture, i.e., the fact that the development of freedom as one of its most celebrated ideals has been intimately tied to the practice of slavery. Aristotle and Cicero owned slaves, as did Thomas Jefferson and George Washington. The eighteenth-century Atlantic World saw not only the Enlightenment, the American Revolution and the French Revolution, but also the high point of the trans-Atlantic slave trade. In exploring the longer term history of this paradox, students will also investigate the place of slavery as an institution and an idea in the development of Western cultural, religious, intellectual, and political traditions. Satisfies "Ancient History", "Early Modern History" or "Modern History" core course requirement for History majors.

### **HIST 321 Pirates, Runaways, Witches and Rebels: The Underside of the Colonial Atlantic World**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** History Research Seminar: 300-level history courses designated by the prefix HSRS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. Today, we often celebrate pirates, runaway slaves, witches, and frontiersmen as adventurous spirits, rebels against oppression, and pioneers of a more egalitarian world. In their own time, they were condemned as blood-thirsty, unnatural, and in some cases, literally demonic. Both views have validity, neither captures how they experienced their lives, nor their historical significance. In this course, we will attempt to come to a better understanding of their lives and significance by exploring the basic features of their daily lives and mental universes, the political, social, and gendered norms against which they rebelled, and the varied roles they played in the development of the early modern Atlantic World. We will also grapple with the difficulties historians face in reconstructing the lives of people who left few written records themselves, but about whom much was written. To this end, we will examine a variety of methods that scholars have employed to better understand these people and their world. Satisfies “Early Modern History” core course requirement for History majors.

### **HIST 324 Magic and Witchcraft in Medieval and Early Modern Europe**

**(Co-requisites: ENCMP 110; Recommended: Junior Standing, One previous history course)** This course examines the rise and decline of beliefs in magic and witchcraft – the supposed power of humans to intervene in natural events and to harm others by supernatural means – in medieval and early modern Europe, up to the outburst of the so-called “witch craze.” It studies social, cultural, literary, judicial, religious, gender, economic, and environmental aspects of these beliefs, and their roots in such things as classical Greek and Roman literary traditions and popular folklore. Students will analyze primary sources in English, such as early literary texts elaborating on witch beliefs, the infamous handbook for inquisitors, *Hammer of Witches*, the records of early modern trials, and intellectual reflections on the reality or otherwise of magic and witchcraft, and a variety of contemporary historiographical explanations. Students will thus be helped to frame magic and witchcraft in their historical, anthropological, environmental, sociological, and intellectual contexts, and to enrich their understanding the evolution of medieval and early modern European societies and cultures. Satisfies: “Medieval History” or “Early Modern History” core course requirement for History majors

### **HIST 345 Europe since 1945**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** History Research Seminar: 300-level history courses designated by the prefix HSRS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course is an advanced survey of the history of post-war Europe. The legacy of the Second World War, the extension of Soviet power in Eastern

and Central Europe and the rebuilding of Western Europe will be examined in detail in the context of the emergence and unfolding of the Cold War, the end of European Empires and the birth and widening of common European institutions. Attention will be given to the transmission and circulation of ideas, the challenges of socio-economic modernization and secularization, and the dynamics of continental and transcontinental migrations. The course will end with a discussion of the redefinition of Europe, of its identity and its relations with an increasingly globalized world after the end of the Cold War. This course will also explore the challenges historians face in studying the more recent past along with some of the approaches and analytical tools they use to do so. Satisfies "Modern History" core course requirement for History majors.

### **HIST 365 Italy from the Risorgimento to the First World War (1815-1918)**

**(Co-requisites: ENCMP 110; Recommended: Junior Standing, One previous history course)** This course explores Italian history from the Congress of Vienna to the eve of World War I. Main emphasis will be on the emergence of modern liberalism and nationalism, the construction of the new Kingdom, the crisis of the end of the century, and the age of Giolitti. Although the principal focus will be on political structures, considerable attention will be given to the history of the Italian economy and society, as well as to the history of culture and ideas. Satisfies "Modern History" core course requirement for History majors.

### **HIST 366 Italy from Mussolini to the Crisis of the First Republic (1918 to present)**

**(Co-requisites: ENCMP 110; Recommended: Junior Standing, One previous history course)** An in-depth survey of Italian history from the emergence of Fascism to the crisis of the first Republic in the early 1990s. Focus will be on the breakdown of the Liberal system, the emergence and nature of Fascism, and Mussolini's "New State," as well as the achievement and weaknesses of the post-war democratic Republic. Satisfies "Modern History" core course requirement for History majors.

### **HIST 368 The Other America: History of the Counterculture in the United States**

The seminar analyzes the history of Counterculture in the United States and examines the impact that Counterculture had during the Sixties and early Seventies (and the legacy and influence that certain particular experiences and ideas have had on later generations). The Other America also aims through the words of Whitman, Steinbeck, Woody Guthrie, Kerouac, Dylan, Springsteen, and many other writers, poets, activists, and musicians to observe the inequities encountered by different American minorities in the 20th Century and to disclose their strategies of survival as they have sought justice and dignity. Satisfies "Modern History" core course requirement for History majors.

### **HIST 369 History of American Indian Resistance in the United States**

**(Co-requisites: ENCMP 110; Recommended: Junior Standing, One previous history course)** Native American resistance has occurred throughout the centuries and continues at present. This seminar aims at analyzing historic and contemporary Native American strategies of survival and the various forms of interaction and relations they have had with the U.S Government. Starting with an examination of different processes of territorial

colonization of Indigenous territories and resources, the seminar will then investigate the legal, political, social, and cultural significance of resistance and self-determination. Satisfies “Modern History” core course requirement for History majors.

### **HIST 371 The American 20th Century**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This seminar examines the history of the United States from the closing of the frontier to the present. Although the analysis of the 20th century will generally be chronological, an attempt will be made to trace the importance of key experiences and ideas that have shaped US society during the last 100 years. Special attention will be paid to such topics as the closing of the frontier, immigration, World War I, the Great Depression, the impact of American literature, World War II, the Cold War, the Vietnam War, the Sixties, and to ideas such as democracy, freedom, “American Identity” and the “American Dream.”

### **HIST 372 African Atlantic: Slavery and Beyond**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course explores the roles played by and the experiences of Africans and their descendents in the Atlantic World from the development of regular trading contacts between West Africans and Europeans in the fifteenth century through the early stages of emancipation in the first half of the nineteenth century. Central themes are the development of distinctively African-American cultural patterns and identities, the diversity of African and African-American experiences, and African and African-American contributions to the making of the modern world. Satisfies “Early Modern History” core course requirement for History majors.

### **HIST 373 A World at Arms: The Second World War**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course examines the history of the Second World War in its worldwide dimension. Considerable attention will be given to the political, economic, and ideological determinants of German, Italian, and Japanese expansionism. The military strategies and the political, social, and economic dimension of the conflict will be analyzed in detail. The course also examines the war’s impact on civilian populations, collaboration and resistance, and the economics of the war. Satisfies “Modern History” core course requirement for History majors.

### **HIST 374 Hitler and Mussolini**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course will provide an advanced survey of the Fascist and National Socialist Movements and Regimes. The main emphasis will be on the breakdown of the Italian and German democracies, the emergence of Fascism and National Socialism, their ideology and goals, and the nature and structure of Mussolini's New State and Hitler's Third Reich. The major interpretations of Fascism will be examined in the last part of the course.

### **HIST 375 The Spanish Civil War and the Franco Regime**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course will examine the Spanish Second Republic, the Civil War and Franco's Regime. The Republican political system will be assessed focusing on politics and government, economic and social reforms, and the relations between church and state. Considerable attention will be devoted to political and military development in the Republican and Nationalist zones during the Civil War and to the international context. The making of Franco's dictatorship, the Regime's post-war policies, and the transition to democracy will also be dealt with in detail. Satisfies "Modern History" core course requirement for History majors.

### **HIST 376 The Atlantic Revolutions: The U.S., France, Haiti, and Latin America**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course explores the history of the revolutions that shook the Atlantic world from 1776 to 1830. As the first modern revolutions, the American, French, Haitian, and Latin American Revolutions not only brought an end to the first era of European colonialism, they also ushered in the modern age of politics. Democracy, dictatorship, human rights, nationalism, political terrorism, and the first abolitions of slavery are all products of this era. This course examines the connections between these revolutions and compares them with one another in terms of their origins, dynamics, and outcomes. A central focus is on what these revolutions meant to the diverse groups of people who lived through them. Satisfies "Early Modern History" or "Modern History" core course requirement for History majors.

### **HIST 377 History of World War I**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. One of the most dramatic events of the 20th century, the First World War shaped both European and global history. This seminar course allows students to explore the conflict in an international comparative context, away from narrow national concerns. Students will study the war from multiple facets and approaches, including not only the Western Front but also Italy, Austria-Hungary and Russia, while beyond Europe we will consider the war in Africa, the Middle East and the Atlantic. Reflecting the latest international scholarship and engaging with important historiographical debates, the course will cover the causes and origins of the war, and its ongoing political dimensions, as well as military matters such as the impact and development of new tactics and technologies. Beyond the battlefield, we will also study the societies which went to war in 1914, the economic dimensions of the conflict, its cultural aspects and finally the legacies of the war, in the political, social and cultural arenas. Satisfies "Modern History" core course requirement for History majors.

### **HIST 378 Sport, Politics and Society in the Modern World**

**(Co-requisites: ENCMP 110; Recommended: Junior Standing, One previous history course)** The course will give students a general history of the development of modern sports in the nineteenth and twentieth century, and introduce students to some of the core theoretical models for analyzing sports, including some of the main sociological theories of sport. Sports will also be analyzed for their ability to offer an insight into many historical issues, such as the nature of totalitarian regimes, international relations, the lasting influence of colonial empire or the construction and maintenance of national identity in newly independent nations. The course will consider the way sports shape, and are in turn shaped by, questions of race, gender, and class. Exploring a variety of sports and time periods with a global perspective, the course will use case studies from Italy and other European countries, the USA, and non-Western cultures. This course will focus on a selection of different historical and political realities – and a variety of sports – to assess some of the intersections between sport, politics, and society. Satisfies "Modern History" core course requirement for History majors.

### **HIST 379 Modern European Intellectual History**

**(Co-requisites: ENCMP 110; Recommended: Junior Standing, One previous history course)** This course will examine the European cultural and intellectual experience from the 1870s. Positivism, Liberalism, Idealism, Socialism, Marxism, Fascism, and Existentialism will be discussed, focusing on the relation between ideas and arts, politics, and economics. We will pursue a number of themes, including the emergence of distinct class identities, religion, and morality, new forms of nationalism, and the changing nature of selfhood. Special attention will be given to the "crisis of the end of the century," the transformation of political and social thought, and the rise of authoritarian and

totalitarian ideologies. Satisfies “Modern History” core course requirement for History majors.

### **HIST 380 European Imperialism and the World Wars**

**(Prerequisites: One previous history course. Co-requisites: ENCMP 110; Recommended: Junior Standing)** These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course will explore the evolution of European, American, and Japanese expansionism and the relation between imperial rivalries and the two world conflicts in Europe, Asia, and Africa. Satisfies “Modern History” core course requirement for History majors.

### **HIST 382 The Enlightenment and the World**

**(Prerequisites: One previous history course. Co- requisites: ENCMP 110; Recommended: Junior Standing)** These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course explores the eighteenth-century intellectual and cultural movement known as the Enlightenment in its global context. In part it does so by examining the work of major philosophes, or thinkers, of the era (e.g., Diderot, Hume, 200Montesquieu, Rousseau, Smith, Voltaire, etc.). It also examines the historical context in which the philosophes worked, focusing on eighteenth-century Europe’s relationship with other parts of the world. Much of the course is dedicated to the relationship between the Enlightenment and its “shadows” or “others” in both Europe and abroad, including women, Native Americans, Afro- Atlantic slaves, and Polynesians. As such, it investigates how these people and peoples shaped Enlightenment thought as well as the roles the Enlightenment played in the development of modern gender, racial, and imperial ideologies. Satisfies “Modern History” core course requirement for History majors.

### **HIST 383 Italian Colonialism and Its Legacies**

**(Prerequisites: One previous history course Co-requisites: ENCMP 110; Recommended: Junior Standing)** This course explores the history of Italian colonialism from its origins in the 1860s to its end after the Second World War. The course introduces the political, military, social, cultural and economic dimensions of the Italian Empire, including topics such as the claim to revive the legacy of Ancient Rome, the First and Second Ethiopian wars, the Italo-Turkish war, Fascist-era policies in North and East Africa as well as the Eastern Mediterranean and the Balkans, and how imperialist ideas and policies regarding race and gender shaped the lives of colonial subjects and Italians alike. The course will contextualize the Italian Empire within the wider framework of other forms of European imperialism, such as the French and British Empires, and equip students to understand the nuances of different models of empire. The course also

examines the legacies and consequences of empire after decolonization, both within Italy and in its former colonies.

### **HIST 398 Internship: History Field**

The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **HIST 399 Special Topics in History**

**(Co-requisites: ENCMP 110; Recommended: Junior Standing, One previous history course)** An in-depth treatment of a current area of special concern within the field of History. Topics may vary. May be taken more than once for credit with different topics.

### **HIST 480 Senior Thesis**

**(Prerequisite: Senior Standing)** Thesis Supervision for History majors in their final year.

### **HMST 399 Special Topics in the Humanities**

**(Prerequisite: Junior Standing; Corequisite: ENCMP 110)** Courses specifically designed by Humanities Faculty, cross-disciplinary and multi-epochal in scope, to address comparatively and critically questions, issues, and themes appropriate to the goals and objectives of the Humanistic Studies major.

### **HMST 460 Research and Writing in the Humanities**

**(Prerequisite: Senior Standing or Permission of the student's Advisor and Department)** This course provides practical preparation for designing and carrying out a significant thesis-length research project and a brief, but sophisticated introduction to key methodologies and theoretical approaches used in humanities disciplines. Students will be guided through the processes of setting up a problem to investigate; determining what kind of sources, how many, and which sources are appropriate to use; evaluating and analyzing those sources; reviewing academic literature in the Humanities on their

topics; developing a clear and well-researched thesis proposal; and formula - ting and writing convincing arguments.

**HMST 480 Senior Thesis**

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

## ITALIAN

### ITALN 101 Introductory Italian I

**(This course carries 3 semester hours of credit)** This course is designed to give students basic communicative ability in Italian. By presenting the language in a variety of authentic contexts, the course also seeks to provide an introduction to Italian culture and society. Students work on all four language skills: speaking, listening comprehension, reading, and writing.

### ITALN 102 Introductory Italian II

**(This course carries 3 semester hours of credit. Prerequisite: Placement or ITALN 101 with a grade of C or above)** A continuation of ITALN 101. This course aims at developing and reinforcing the language skills acquired in Introductory Italian I, while placing special emphasis on oral communication.

### ITALN 103 Intensive Italian I

**(This course, which is the equivalent of ITALN 101 + ITALN 102, carries 6 semester hours of credit)** This course meets four times per week and covers the equivalent of a full year of elementary language study (Introductory Italian I and II) in one semester. Designed for highly motivated students who wish to develop communicative ability in Italian in a relatively short time. This course cannot be taken by students who have already completed ITALN 101 and/or ITALN 102.

### ITALN 201 Intermediate Italian I

**(Prerequisite: Placement or ITALN 102 with a grade of C or above)** A continuation of ITALN 102. This course focuses on consolidating the student's ability to use Italian effectively. Emphasis is given to grammar review and vocabulary expansion. Selected readings and films acquaint students with contemporary Italy.

### ITALN 202 Intermediate Italian II

**(Prerequisite: Placement or ITALN 201 with a grade of C or above)** A continuation of ITALN 201. While continuing the review of grammar, the course emphasizes the development of reading and composition skills. Short stories, newspaper articles, and films supplement the textbook.

### ITALN 203 Intensive Italian II

**(This course, which is the equivalent of ITALN 201 + 202, carries 6 semester hours of credit. Prerequisite: Placement, ITALN 102 or ITALN 103)** This course meets four times per week and covers the equivalent of a full year of intermediate language study in one semester. Designed for highly motivated students who wish to consolidate language skills in a short time. This course cannot be taken by students who have already completed ITALN 201 and/or ITALN 202.

### **ITALN 250 Italian Language Through Italian Songs**

**(Prerequisite: Placement or ITALN 202 or permission of the instructor)** Open to students who have reached the 202 proficiency level in Italian, this course is designed to develop listening and oral skills as well as to consolidate Italian grammar through the study of popular Italian songs. Research demonstrates, in fact, the high efficacy of music in the learning process of a second language; neurologists have found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed. Popular Italian songs will serve as a starting point for expanding vocabulary, learning idiomatic expressions, reviewing grammar, and practicing pronunciation. In addition, the themes proposed in the songs will provide topics for class discussion.

### **ITALN 301 Advanced Italian I**

**(Placement or ITALN 202 with a grade of C or above or permission by the Instructor)** This course is designed to move students forward toward advanced proficiency in Italian language. The course will reinforce students' oral, writing, listening, and reading skills, while refining grammar structures studied in previous levels. Contemporary literary and journalistic texts, films and film excerpts, newspaper articles and other multimedia materials will acquaint students with central elements of Italian culture and traditions, while individual and group activities drawn from real-life contexts will give them the opportunity to integrate their knowledge and skills through experience.

### **ITALN 302 Advanced Italian II**

**(Placement or ITALN 301 with a grade of C or above or permission by the instructor)** A continuation of ITALN 301, this course aims to refine and consolidate a high level of fluency in Italian, while deepening students' understanding of the language's cultural and intercultural components. By combining the academic study of advanced-level texts and audio-visual materials with a direct interaction with the Roman and Italian cultural and social environment, the course will acquaint students with a wide range of tools and skills to elaborate appropriate oral and written forms of expression according to context, showing a well-refined awareness of cultural differences and intercultural encounters.

### **ITALN 308 Introduction to Professional Translation**

**(Prerequisites: Placement or ITALN 301 or permission of the instructor)** This course is designed to introduce students to the world of professional translation. Though it will cover some of the fundamental theoretical concepts of translation, the focus will be on teaching practical translation skills and processes. The course will concentrate mainly on translating from Italian to English, but also vice versa, depending on student enrollment. The aim of the course is to enable participants to produce translations that reflect grammatical accuracy, a command of idiomatic language, cultural sensitivity, and appropriate register and tone. This course is designed for both advanced non-native speakers of Italian as well as native speakers who are interested in developing their translation skills. The ITALN 301 prerequisite does not apply to native speakers of Italian.

### **ITALN 309 Italian Language Through Literature**

**(Prerequisite: Placement or ITALN 302 or permission of the instructor)** This course investigates the main linguistic transformations of the Italian language during the last century through the language of literature. A selection of some representative short stories from the 1930s to the present day will be studied. The purpose is to analyze different narrative and rhetorical techniques, to follow the progressive definition of the linguistic standard, and to identify the influence of the spoken language on written Italian. After careful reading, students will explore these stories in class discussions on the writer's technique, style, and ideas, through the analysis of characters, plots, and the large variety of themes and structures used.

### **ITALN 310 Elements of Italian Literature**

**(Prerequisite: ITALN 302 or permission of the instructor)** The course will introduce students to the study of Italian literature; it is designed for those students who have reached 300-level proficiency in Italian language and also functions as a preparatory course for those who wish to study Italian literature at higher levels. The first part of the course focuses on a preliminary explanation of basic literary terminology and teaches students to recognize codes and genres in a limited selection of Italian literary texts. In the second part of the course, students will read samples from significant works of Italian literature in conjunction with selected passages from the canon of Italian literary criticism. They will practice their critical and writing skills by applying the concepts learned during the course to the analysis and reading of the literary texts under consideration. At an introductory level, students will begin to appreciate the difference between commentary and criticism and between both historical and formal approaches to the study of Italian literature.

### **ITALN 317 Roots of Italian Identities**

**(Prerequisites: ITALN 302 or permission of the instructor)** This course aims to give an insight into the linguistic, cultural and sociological complexity of the 'notion of Italy.' The topics studied, based primarily on literary texts, include some of the major themes of Italian culture as well as examples of the various 'identities' that Italy offers today: the question of political and cultural unity and the long-lasting question of a common national language; the role played by Italian intellectuals in the construction of Italy as a nation; the Mafia and the institution of family-based structures; the Italian literary canon and the contemporary ideas of culture and literature. The course is in Italian.

### **ITALN 319 The Image of Rome in Italian Literature and Cinema**

**(Prerequisite: Placement, ITALN 302 or permission of the instructor)** This course, which is held in Italian, explores the image of Rome in Italian twentieth century literature and cinema. Literary and cinematic representations not only mirror in different ways the actual geographical, social, and cultural landscape of a city, but they also participate in shaping its identity and its self-representation. The course aims at providing students

with critical keys to understanding this multilayered relationship in its different expressions.

### **ITALN 320 Critical Study of Early Italian Literature**

**(Prerequisite: Placement, ITALN 302 or permission of the instructor)** The course will introduce students to early Italian literature, focusing on a selection of the main authors, works, and literary trends from the 13th to the 18th century. The approach takes into account historical, philosophical and political contexts, positioning literary works in their cultural context in order to provide the student with the instruments for a critical understanding of the dominant literary themes. Emphasis will be placed on the formation of literary genres and the dominance of poetry, as well as the development of the Italian language. The course will focus on the role of the classical tradition and the church on the development of the literary tradition, and the interaction of literature with figurative art, music and philosophy. Attention will also be given to the representation and presence of women in Italian literature. Students will practice close reading of the texts, reference secondary sources both in Italian and English, and develop skills of textual and critical analysis.

### **ITALN 321 Critical Study of Modern and Contemporary Italian Literature**

**(Prerequisite: Placement, ITALN 302 or permission of the instructor)** This course aims to provide a critical understanding of the main trends in modern and contemporary Italian literature. Topics include, but are not limited to, cultural and ideological implications of the Italian literary canon; the long-lasting elitist conception of literature descended from the linguistic and literary history of Italy; the long exclusion of women writers from anthologies and literary histories; the demise of the twentieth-century figure of the writer as intellectual and the rise of a more pop-culture-open notion of literary writing.

### **ITALN 322 Sociolinguistics: A Changing Language In a Changing Society**

**(Prerequisite: ITALN 302)** This course aims to analyze the interrelation between language and society in contemporary Italy. If we can say that Italian is the national language of Italy, it is not realistic to say that all Italians have always spoken just Italian or the same Italian. The history of the Italian language, in fact, shows how the process of it becoming the unitary language has been slow and how language still varies in time, social, situational and geographic space. The course will try to give an up to date account of linguistic diversity, social variation, special codes and language varieties in the Italian society and in the context of linguistic interaction between Italian and dialect, and between Italian and English within Italy. The course will be conducted entirely in Italian.

### **ITALN 349 The Divine Comedy**

**(Prerequisite: One previous course in Italian literature or permission of the instructor)** This course introduces the students to the Divine Comedy through a close reading of selected cantos of the Inferno, Purgatorio, and Paradiso. The most relevant themes and the complex structure of the poem will be studied and analysed in relationship to its political, philosophical, historical, and poetic implications.

### **ITALN 398 Internship: Italian Studies Field**

The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session; verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **ITALN 399 Special Topics in Italian Literature**

**(Prerequisite: One previous course in Italian literature or permission of the instructor)** An in-depth treatment of an area of concern within the field of Italian literature. Topics may vary. May be taken more than once for credit with different topics.

### **ITALN 401 Advanced Writing**

**(Prerequisite: ITALN 302)** This course, which is conducted in Italian, aims at improving students' ability to write texts of different types and levels of specialization, focusing on academic and professional purposes. The course has both theoretical and practical components aimed at familiarizing students with the cultural and formal elements that make texts effective, convincing and articulate.

### **ITALN 480 Senior Thesis**

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

### **ITBU 303 Italian for Business**

**(Prerequisite: ITALN 302, FIN 201 or permission of the instructor)** This course, which is open to students who have completed the equivalent of two years of college Italian, is designed for those interested in doing business with or in Italy. It focuses on the Italian language of business, aiming at developing students' written and oral skills while providing them with the technical vocabulary and professional expressions that are most

often used in a variety of business situations. Topics are confronted in several ways: through readings from textbooks used in business schools, the analysis of letters, office documents and newspaper articles about business, and targeted exercises and discussions. Attention is also given to culture, manners, and customs as they relate to business practices..

### **ITGD 335 Twentieth Century Italian Women Writers**

**(Prerequisite: Placement or ITALN 302 or permission of the instructor)** This course will deal with the writings of Italian women writers (Aleramo, Deledda, Morante, Ginzburg, Banti, etc) of the late nineteenth and twentieth centuries. Their contribution has been crucial in the shaping of a recognizable, but still not fully acknowledged, “tradition” of women writers in Italy. Through the particular perspectives of distinguished Italian women writers, the course will explore versions of “feminine writing” and will introduce gender- and genre-related issues. Class discussion and assignments will examine themes such as the construction of female identity and the role played by women’s writings in the context of social and political emancipation for women in Italy. All work will be in Italian.

### **ITST 244 Stardom and Celebrities in Italy**

This course examines stardom in Italy, exploring its relevance and roles in the development of Italian national identities and the country’s collective imaginary. Drawing on examples from modern and contemporary media history, the course investigates such themes as fame, fandom, charisma, sex and gender, soft power, the construction of authenticity, and celebrity industries by focusing on case studies of single personalities commonly recognized as global stars. In doing so, the course aims at providing another perspective from which we can understand Italy’s culture and the making of public opinion in it. In exploring the worldwide appeal of Italian stars and their marketing as “brands”, it also provides further context for understanding what is internationally known as ‘Made in Italy’.

### **ITST 292 Contemporary Italian Narrative in Translation**

**(Prerequisite: ENCMP 110 with a grade of C or above. \*This class can substitute for one of the two EN LIT general distribution required courses. The other EN LIT course must have the EN prefix\*)** This course is based on the analysis of excerpts from eight Italian novels that highlight the development of this genre in the twentieth century. Each student will also read one novel in its entirety. Through lectures and class discussions, emphasis will be placed on the author’s social and political concerns and her or his role as writer and intellectual in Italian society. Students will also develop the ability to analyze literary texts according to language, style and content, and will be encouraged to participate in class discussions about the texts. In order to provide insight into the novels, as well as to stimulate classroom debate and discussion, the texts will be supplemented with selected background information, scholarly criticism, and visual media.

### **ITST 299 Special Topics in Italian Studies**

**(Prerequisite: ENCMP 110 with a grade of C or above)** An in-depth treatment of an area of concern within the field of Italian Studies. Topics may vary. May be taken more than once for credit with different topics.

### **ITST 350 Dante's Inferno in Art, Literature and Film**

**(Prerequisite: ENCMP 110 with a grade of C or above)** This course undertakes an interdisciplinary reading of the Dante's Inferno from the perspectives of comparative literature, the history of art, music, and the history of cinema. Selected primary sources from across the fine arts over seven centuries of reception include architectural (Palacio Barolo, Terraglia's 'Danteum') literary (from Chaucer to Heaney) visual (from medieval mss. to Blake to Rauschenberg to Greenaway), musical (Franz Liszt, Puccini) and sculptural (Rodin, etc.) "interpretations."

### **ITST 460 Research and Writing in Italian Studies**

**(Prerequisites: Senior Standing or Permission of the Instructor)** Italian Studies is an interdisciplinary field that covers the study of the Italian language, literature, art, history, politics, culture, and society. ITS 460 provides students with an overall understanding of the methodology, critical issues, and research techniques employed in the field, in preparation for the senior thesis. It explores various approaches to studying Italian literature, language, society, and culture, and equips students with the necessary skills to conduct independent research in the discipline. Through a combination of theoretical discussions, practical exercises, and case studies, students will learn how to formulate research questions, locate, and evaluate primary and secondary sources, analyze textual and visual materials, and present their findings effectively both orally and in writing.

### **ISME 322 Italian Media and Popular Culture**

This course will introduce students to contemporary Italian media and popular cultures. The course has a thematic approach and applies the analytical theories of critical cultural studies. Students will be exposed to development of various media forms as they have been shaped by and their impact on Italian culture and society. The press, film, radio, television, popular music, comics and graphic arts, sports and digital networks will be investigated from a variety of angles with particular attention on the media's role in the construction of collective identities, the role of power and capital in shaping national identity, media use by social movements, the question of representation, popular protest and subcultural and subaltern expressions within the national space. Italy's role within the global media economy will also be investigated.

### **ISEN 295 Dante's Divine Comedy**

**(Prerequisite: ENCMP 110 with a grade of C or above \*This class can substitute for one of the two EN LIT general distribution required courses. The other EN LIT course must have the EN prefix\*)** The course is an introduction to a critical reading of Dante's Divine Comedy in its historical, philosophical, religious, and poetic contexts. Readings of Inferno, Purgatory, and Paradise seek to identify Dante's stylistic and

thematic contributions to the literary world as well as to understand their relationship with medieval politics, philosophy, and culture. This course is taught in English.

### **ITGD 335 Twentieth Century Italian Women Writers**

**(Prerequisite: Placement or ITLN 302 or permission of the instructor)** This course will deal with the writings of Italian women writers (Aleramo, Deledda, Morante, Ginzburg, Banti, etc) of the late nineteenth and twentieth centuries. Their contribution has been crucial in the shaping of a recognizable, but still not fully acknowledged, "tradition" of women writers in Italy. Through the particular perspectives of distinguished Italian women writers, the course will explore versions of "feminine writing" and will introduce gender- and genre-related issues. Class discussion and assignments will examine themes such as the construction of female identity and the role played by women's writings in the context of social and political emancipation for women in Italy. All work will be in Italian.

### **ISMU 293 Italian Music: A Modern Cultural History**

This course will introduce students to Italian music from a social and cultural perspective. The course has a twofold approach: the first part explores the historical developments from national unification to date; the second part has a thematic approach and highlights a few emergent topics within critical cultural studies, at the intersection between Italian and popular music studies. Starting from the assumption that music is able to unveil many aspects of the present society by representing them in unprecedented forms, the aim of the course is that of presenting another perspective on Italy, in order to enlarge its understanding. The central role played by music in contributing to shape national character is tested through a constant comparison with other musical cultures and connections with other media and art forms (cinema, television, radio).

### **ISSO 323 Blackness in Italy: Histories, Subjectivities, and Contemporary Challenges**

**(Prerequisites: Sophomore standing or above)** This course offers a critical examination of the social conditions of Black Italians today, at the intersection of gender, race and class inequalities with a focus on their lived experience and calls for structural change. Within the frame of decolonial and critical race theory, the course explores the theoretical and cultural production of the descendants of the Black diaspora in Italy. The course draws on a broad array of analytical fields - including geography, sociology, history, gender, and cultural studies. Practical exercises from various research methodologies - such as urban ethnographies, interviews, workshops - will enable students to engage directly with the lived experience of Blackness in Italy, exploring its social, and cultural significance.

## **LATIN**

### **LATIN 101 Elementary Latin I**

This course is a first introduction to the study of the Latin language. The course introduces all forms of nouns and pronouns in the five declensions and all tenses of the verb in the indicative and imperative. It emphasizes vocabulary development and the acquisition of reading skills in Latin prose. Assignments include considerable reading of continuous passages and translation from Latin to English and English to Latin. Attention is also given to Latin proverbs, abbreviations and cognates in English.

### **LATIN 102 Elementary Latin II**

**(Prerequisite: LATIN 101 or permission of the instructor)** This course provides continued study of accidents and syntax, treating all tenses of the verb in the subjunctive, indirect discourse, paraphrastic constructions and deponents. Vocabulary development is continued through intensive reading of selections of Latin prose. Students are also introduced to verse forms and the study of inscriptions. Assignments focus on translation from English to Latin and Latin to English.

### **LATIN 103 Intensive Elementary Latin**

This course is an intensive course in beginning Latin, and it will demand daily concentrated study and preparation. The course will also be an introduction to Latin etymologies of English vocabulary and an introduction to linguistics and how languages are structured and related to their cultural contexts, in this case, the Roman world. While the Latin students will learn in this course is the Latin of roughly 100 BC - AD 100, it is nearly the same Latin written and spoken for the next thousand years.

### **LATIN 282 Directed Readings in Latin**

**(Prerequisite: LATIN 102 or permission of the instructor)** This course is designed to offer the opportunity to read texts in the original to students with a basic level of Latin language preparation. The level of readings may range from intermediate to advanced. Language levels will be determined at the beginning of the course, and students will be arranged in suitable reading groups. Texts appropriate to each group's level will be chosen by the professor and the individual students. Texts will vary, but advanced students may choose from among annotated editions of Cicero, Caesar, Catullus, Virgil, Ovid, and Livy. All groups will work independently and in weekly reading groups with the professor, when issues of language, grammar, and literary technique will be discussed.

## **LAW**

### **LAW 219 Legal Environment of Business**

**(Recommended: ENCMP 110 with a grade of C or above)** This course provides students with an overview of the law in general, beginning with the foundations of the legal and regulatory environment, the law-making processes, and the implementation of legal rules. Students examine some areas of substantive law, including bodies of law that are regulatory in nature. Particular attention is given to aspects of business transactions in an international context.

### **LAW 321 Business Law**

**(Prerequisite: Junior Standing)** This course is intended to allow students to explore basic legal principles with reference to business conduct; to provide students with an overview on the law of contracts, beginning with the introduction on contract law, and the implementation of the legal rules; to address some legal issues of corporate law and bankruptcy; to examine aspects of business in a challenging and practical context, taking advantage of the different backgrounds of students.

### **LAW 323 International Business Law**

**(Prerequisite: Junior Standing)** This course deals with legal aspects of international business transactions. The course introduces students to issues in international commerce, including requirements of a contract, international shipping terms, and liability of air and ocean carriers. The course will examine international and U.S. trade law, including GATT 1994, and the regulation of imports and exports. Finally, the course will familiarize students with various areas of regulation of international business, such as competition law, employment discrimination law, and environmental law.

### **LAW 341 Fundamentals of Italian Legal Practice**

**(Prerequisite: Junior Standing)** The principal object of this course is to present to the student a basic study of the Italian legal system, beginning with a comparison between the common and the civil law systems. The course shall provide the student with an overview of the Italian legal tradition and the Italian legal profession, as well as a basic knowledge of some of the areas of Italian law (such as Constitutional law, Contract law and Labor law), focusing particularly on the ones related to business. The purpose of the course is not to develop deeply informed lawyers, but to stimulate and interest students coming from substantially different backgrounds in legal topics they come across during their stay in Italy.

### **LAW 398 Internship: Law Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Law obtained through the Career Services Center)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm

must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **LAW 399 Special Topics in Law**

**(Prerequisite: Junior Standing)** An in-depth treatment of a current area of special concern within the field of Law. Topics may vary. May be taken more than once for credit with different topics.

### **LWBU 399 Special Topics in Law and Business**

**(Prerequisite: ENCMP 110 with a grade of C or above)** An in-depth treatment of a current area of special concern within the field of Law and Business. Topics may vary. May be taken more than once for credit with different topics.

### **LWME 322 Free Speech in a Comparative Perspective**

**(Prerequisite: Junior or Senior Standing)** An introduction to the major problems posed by the right to free speech: the origins and scope of this right, the problems in defining it, the values that it promotes as well as the values that it compromises. This course examines the political and cultural variables shaping the right to free speech by examining its role in many different jurisdictions. Focusing on concrete conflicts over political speech, freedom of religious conscience, hate speech, sexually-explicit speech, the protection of privacy, reputation and intellectual property, we look at constitutional case law and commentary in many different liberal democracies and the jurisprudence of the European Court of Human Rights. Through intense engagement with primary legal materials, class debate and a mock trial, this course will be especially useful for potential law students, journalists, philosophy and religious studies students, and anyone seeking a better understanding of his or her rights in a democratic society.

## **MANAGEMENT**

### **MGT 301 Principles of Management**

**(Prerequisite: Sophomore Standing)** This course offers an introduction to the manager's role and the management process of decision making in the context of organizations and society. The focus of the course is on effective management of the corporation in a changing society and on improved decision making and communication. It introduces the processes of planning, organizing, leading, and controlling, and it emphasizes the importance of teamwork and individual participation.

### **MGT 303 Modern Management Thought**

**(Prerequisite: MGT 301)** Modern cases are the basis for understanding the continuing evolution of modern management principles and practices. A comparative study is made, using the works of many pioneers in the field of management, including Machiavelli, Mosca, and Parrot. Guru theory and current popular business writers may be addressed.

### **MGT 310 Organizational Behavior**

**(Prerequisite: MGT 301)** The course examines the disciplinary foundations of organizational behavior, the major conceptual models that purport to explain organizational behavior, the methods used to study organizations, and the main trends in the field. Content is based on basic concepts of motivation, control, change, and team building, as well as the development of effective relationships in a diverse work environment, inclusion and diversity management.

### **MGT 320 Human Resources Management**

**(Prerequisite: MGT 301; Recommended: MGT 310)** The course provides an overview of the strategic human resource challenges in organizations. It provides a framework to understand the role of human resource strategies, activities, and programs in achieving competitive advantage, through the allocation and organization of human resources. To support this broad perspective, some of the most important external and internal challenges are discussed in four categories: environmental challenges, organizational challenges, individual challenges, and social challenges.

### **MGT 330 Operations Management**

**(Prerequisites: MGT 301, STATS 208)** Management issues related to the procurement and allocation of resources in the production of goods and services in order to meet organizational goals. Topics covered include product and process design, facility size, location and layout, quality management, production planning and control.

### **MGT 335 Supply Chain Management**

**(Prerequisite: MGT 330)** The course is designed to expand student's knowledge in the area of supply chain management by applying analytical methodologies and information technology. Supply chains are concerned with the efficient integration of suppliers, factories, warehouses, and stores so that products are supplied to customers in the right

quantity and at the right time, while satisfying customer service level requirements at minimum cost. While many firms focus on supply chain management (SCM) as a source of competitive advantage, deficiencies in the SC may result in a downgrade of competitiveness.

### **MGT 340 Project Management**

This course provides an in-depth examination of project management methodologies and techniques, equipping students with the competencies required to autonomously manage projects of varying complexity across diverse sectors. It underscores the application of project management principles and theories, fostering both a profound theoretical comprehension and practical skills indispensable for effective managerial decision-making. Students will engage with key project management concepts and best practices, gaining insights into their application within real-world contexts, particularly in complex environments characterized by multiple stakeholders and competing priorities. The course aims to deliver high-quality outcomes efficiently and effectively across various sectors, promoting informed decision-making processes to mitigate project risks and ensure that objectives are met or surpassed.

### **MGT 345 Social Entrepreneurship**

**(Prerequisite: Junior Standing)** Nowadays, significant social problems dramatically affect both the most developed and developing countries in many fields, such as education, health care, and environment. Social Entrepreneurship is an emerging and rapidly evolving business field that examines the practice of identifying, starting and growing successful mission-driven for-profit and nonprofit ventures, that is, organizations that strive to advance social change through innovative solutions. As the traditional lines blur among nonprofits, government and business, it is critical that students understand the opportunities and challenges provided by this new landscape. The course explains how to become a social entrepreneur, the different options to organize a social business and to find the requested financial support.

### **MGT 360 Public and Nonprofit Management**

**(Prerequisite: Junior Standing)** This course sets out to cover the basic issues and trends in managing public and non-profit organizations from a planning and management perspective. To build viable organizations and government entities, individuals need to become effective managers and leaders who can balance a wide range of responsibilities and roles, and bring to bear different competencies to deliver both short-term and long-term business and social results. Practitioners have to respond in an increasingly transparent way to the demands and interests of a diverse array of internal and external stakeholders, including employees, boards of directors, elected officials, civil servants, donors, constituents, journalists, volunteers, and the public. They generally do not have available to them the extensive human and financial resources that their counterparts in business draw on as a matter of course. As a result, they draw on a wide variety of skill sets and competencies in their work.

### **MGT 362 Management in the Digital Economy**

**(Prerequisites: MGT 301)** Disruptive innovation, as well as technological, social and economic changes are key characteristics of the “New Economy,” drastically impacting all aspects of businesses and social life. Information Technology (IT) is at the center of the Digital Transformation of companies for the optimization, redesign or reinvention of their business in response or in anticipation to the disruptive impact of emerging technologies and new business models. All managers are directly or indirectly concerned with IT, either because they work in the IT department or because they are involved in the definition, purchase, deployment, and usage of IT infrastructures, software, and applications. This course will provide students with a basic understanding of IT as an introduction to the changing managerial role in organization.

### **MGT 370 Sport Management**

**(Pre-requisites: MGT 301)** To develop an understanding of sport management (and numerous selected sub-sectors) in terms of marketing, demand and supply and their socio-economic context. The course will cover the structure and organization of sports markets and industries, the socio-economic, cultural & political context of sports markets and industries, the governance and integrity of sport and the commercial sports sectors and selected key issues.

### **MGT 373 Introduction to Management of AI**

**(Prerequisites: Junior standing)** This course explores the foundations of AI as General-Purpose Technology. It investigates the profound impact AI has on various industries, on the job market, as well as on the process of innovation. The focus of this course is on the management of AI in a variety of industries and how it can affect the workplace and the process of competition and innovation. The course does not require any technical/computer science background, as it will mainly focus on the management challenges AI poses.

### **MGT 376 Fundamentals of European Business**

**(Prerequisites: Junior Standing)** The course equips students with the skills and knowledge to succeed in business across Europe. It focuses on the European market as a dynamic and diverse business environment. Students examine how companies operate, compete, and expand within the European Single Market and beyond, identifying both opportunities and challenges. The curriculum explores how European integration, EU policies, and the functioning of key institutions shape the business landscape, offering critical insights for navigating the region’s complex cultural, legal, and economic diversity. It fosters the development of a European business mindset essential for thriving in a partially unified yet highly varied marketplace.

### **MGT 398 Internship: Management Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Management obtained through the Career Services Center)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid.

The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **MGT 399 Special Topics in Management**

**(Prerequisites: Junior Standing, MGT 301)** An in-depth treatment of a current area of special concern within the field of Management. Topics may vary. May be taken more than once for credit with different topics.

### **MGT 426 International Management**

**(Prerequisite: MGT 301)** This course focuses on opportunities and challenges for management practices created by globalization and internationalization strategies. The emphasis in this course is on understanding and applying one's knowledge of different national cultures as an aid to improved management of human resources, enhanced cross border trade, and relocation of business activities to different countries, as well as on "melding" of different cultures in multinationals, and on companies which are involved in joint ventures, mergers, take-overs, and international collaborative projects.

### **MGT 470 Strategic Consulting**

**(Prerequisites: MGT 301, MKT 301. Recommended: FIN 301)** This course is intended to introduce students to the field of management consulting from the perspective of both the individual consultant and the consulting firms. It is important to those who are especially interested in consulting careers, those whose current or planned jobs involve staff consulting or line management using consultants, as well as those who are planning to launch their own business activity and need to be familiar with the consultancy attitude and mindset.

### **MGT 498 Strategic Management**

**(Prerequisites: Senior Standing and completion of all other Business core courses)** This capstone course focuses on the roles and skills of the General Manager and on diagnosing and finding realistic solutions to complex strategic and organizational problems. Business situations will be analyzed from the point of view of the General Manager to identify the particular tasks related to his/her unique role, which calls for leadership, integration across the functional areas, organizational development, strategy

formulation and implementation. Prerequisites: Completion of all Core Business Courses. In particular, case discussion will require a good understanding of Finance (performance evaluation, forecasting, budgeting), Marketing principles, Organizational structure and Management. The course builds on previous course work by providing an opportunity to integrate various functional areas and by providing a total business perspective.

### **MGBU 375 Entrepreneurship in Creative Industries**

**(Prerequisites: Recommended MGT 301 or BUS 101 or ETBU 301)** The course aims at investigating how the creation and exploitation of intellectual property in various product and service markets is the basis for the creation of wealth and employment in the creative industries, which are those industries that have their roots in individual creativity, skill, and talent. The course analyses the main forces behind the creation of new marketing and business models in these industries, considering also the introduction of new technologies as well as creative consumption patterns. As a result, the course will focus on one of the most dynamic battlegrounds which is the development of business models for the creative industries, which include, among the others, publishing, software, design, and the performing and visual arts. The creation and effective application of an innovative business model for these sectors may turn it into a respectable example of commercialization and a workable channel for the distribution of content. As a result, the objective of this course is to give the students a thorough analysis of the creative industries from a management perspective, as well as of the actors and activities that directly support the creation of creative content (origination, production, distribution, and consumption).

### **MGME 361 Social Networks and Media Management**

**(Prerequisite: Junior Standing)** This course explores the significance of social networks in business and social life. The focus of the course is to critically appreciate social media platforms across a variety of contexts. The course investigates issues related to the management of social media in terms of the strategies and tactics related to successful deployment and cultivation of business/social initiatives and the redefinition of the customer/user as a central element in value creation. Issues related to participatory culture, communication power, collaborative work and production, privacy and surveillance, and political economy of social media are explored in depth through the use of contemporary cases.

### **MGCS 399 Special Topics in Management and Computer Science**

Special topics in management and computer science

### **MGMK 372 Sales Management and Professional Selling**

**(Prerequisite: Junior Standing)** The course will look at managing a professional sales force and optimizing the investments made in the organization's interactions with its most important asset: customers. Sales is a mission critical function for all organizations.

Considering the recent evolution of markets, characterized by stagnation, hyper-competition, shortening of product life cycles, difficulties in creating sustainable competitive advantages, sophistication of buyers, sales are becoming increasingly strategic and their management a sophisticated set of activities. According to this modern evolution of markets and consumer behaviors, companies are fundamentally rethinking the role, nature, strategy, objectives, structures and processes of sales management to face these competitive challenges. Sales organizations, especially in multinational companies, are characterized by deep sales transformation and sales excellence programs aimed at increasing the ability of sales organizations to manage the complexity of the markets and increase their productivity. Sales are now increasingly less art and more science: the natural talent and the de-structuring that characterized the commercial roles in the past are increasingly supported (sometimes replaced) by solid methodological foundations and analytical rigor for planning, conducting and monitoring commercial activities.

## **MARKETING**

### **MKT 301 Principles of Marketing**

**(Prerequisites: MGT 301, STATS 208)** This course will give students a solid understanding of the fundamentals of the strategic marketing planning process including methods and tools of market assessment, customer segmentation analysis, development of the value proposition, positioning and planning of marketing tactics designed to deliver value to targeted stakeholders. Emphasis is placed on the need to align marketing principles and theories with the management skills needed for the preparation of a marketing plan. Other topics include consumer behavior, marketing research and consumer insights, promotions, pricing, and e-marketing. Students will be able to analyze opportunities and threats in both the macro and micro-environments. In this course, students will begin to learn how to conduct a competitive analysis, analyze environmental trend, and develop competitive marketing strategies.

### **MKT 302 Service Marketing**

**(Prerequisite: MKT 301)** This course offers key insights into the rapidly growing service sector industry. The course is challenging and requires students to apply their knowledge and skills for the effective management of service design and delivery. Central issues addressed in the course include identifying differences between service and product marketing; understanding how customers assess service quality/ satisfaction; applying the GAPS model to assess service failure; understanding of the theory of relationship marketing and using related tools and techniques for keeping customers and encouraging loyalty.

### **MKT 304 New Product Management**

**(Prerequisite: MKT 301)** This course investigates the process of new product development and product management, starting from idea and concept generation through to project evaluation and development. The course is designed to be an interactive workshop for new product development, allowing students to explore market opportunities and propose new concepts to the market.

### **MKT 305 Market and Marketing Research**

**(Prerequisite: MKT 301; Recommended: STATS 209 )** This course covers the basic methods and techniques of marketing research. It discusses the tools and techniques for gathering, analyzing, and using data to aid marketing decision-making. The course covers topics such as problem definition, research design formulation, measurement, research instrument development, sampling techniques, data collection, data analysis and interpretation, and presentation of research findings. Students learn how to develop a marketing research project, formulate research hypotheses, collect primary and secondary data, develop a database, analyze data, write a report, and present results and recommendations.

### **MKT 310 Consumer Behavior**

**(Prerequisite: MKT 301)** This course focuses on the study of consumer decision-making processes, consumer behavior models and their impact on the development of marketing strategies and tactics. Topics discussed include consumers' impact on marketing strategy, consumer involvement, cultural influences on consumer decision making, perception, learning, memory, attitudes and persuasion, situational effects, and the social power of groups and collective decision making. The emphasis is on understanding how the consumer decision-making process works and how it may be influenced by organizations. Teaching methodology includes case studies and an emphasis on experiential research.

### **MKT 320 Integrated Marketing Communications**

**(Prerequisite: MKT 301)** This course explores the impact of communications when it is implemented through different marketing channels. Typically, students work in groups to address a real-life challenge. Class work and discussion take place against the backdrop of real-world situations and the growing need for organizations to be both sustainable and profitable. Environment, Social and Governance issues are analyzed at length.

### **MKT 321 Advertising Management**

**(Prerequisites: Junior Standing, ENCMP 110, MKT 301; Recommended: MGT 301)** This course addresses the strategies and steps needed to create successful, ethical, and creative advertising, while emphasizing the role of advertising as a communication process. The student will learn about the advertising process from both the "client" and "agency" perspectives, and gain hands-on experience in crafting written and visual advertising messages based on sound marketing and creative strategies. The student is expected to be able to use primary and secondary research and the information tools of communications professionals.

### **MKT 330 International Marketing**

**(Prerequisite: MKT 301)** This course examines the process of planning and conducting marketing across national borders in a global environment. Topics include factors in assessing world marketing opportunities, international marketing of products, international pricing, international distribution, and global promotion program development in dynamic world markets. Marketing practices which various businesses adapt to the international environment are studied. Attention is also given to comparative marketing systems and planning and organizing for export-import operations.

### **MKT 335 Retailing Applied to Fashion Industry**

**(Prerequisite: MKT 301 )** This course focuses on issues related to retail management in the fashion industry and requires both an understanding of marketing principles as well as channel management concepts. The course reviews basic concepts related to retail business such as operations, logistics, retail channels management, retail controlling and strategic location development, which develop the student's ability to understand performance indicators and measure store performance. Students are encouraged to focus on retail buying and stock planning, in order to fully understand how to manage in-store product life cycles. Teaching methodology is project-based and teamwork is

emphasized. Teams will be required to apply fashion retailing concepts to companies' planning processes through a proposed retail project, which will require a written strategic retail plan that is adapted to the Italian fashion market.

### **MKT 340 Digital Marketing**

**(Prerequisites: Junior Standing, MKT 301)** This course approaches Internet marketing from a marketing management perspective. The course looks at the Internet both as a tool to be used in the marketing planning process and as an element of a company's marketing mix. The course explores how traditional marketing concepts such as market segmentation, research, the 4Ps, and relationship marketing are applied using the Internet and other electronic marketing techniques, including mobile marketing and social media marketing, as well as digital commerce and web analytics.

### **MKT 355 Social Marketing and Fundraising**

**(Prerequisite: Junior Standing)** This course introduces students to the conceptual frameworks, ethics, and practice associated with social marketing. This course explores how classic marketing techniques can be effectively applied beyond traditional corporate settings, in not-for-profit organizations. Students will gain an understanding of the basic principles of social marketing, and then will address fundraising and resource development as well as social communication campaigns. Fundraising is the application of marketing principles to generate funds that enable not-for-profit organizations to achieve their objectives and cover their expenses. Social communication campaigns deal with creating awareness of the not-for-profit organization's mission and services and influencing specific target audiences to behave differently for a social purpose. At the end of the course, students will gain an understanding of the financial analysis needed for program management and performance review. The course offers students a valuable opportunity to implement the marketing concepts in an original and growing sector, where the objectives are broader than simple profit maximization, and social, ethical, and political factors play a major role.

### **MKT 360 Brand Management**

**(Prerequisite: MKT 301)** During the course, students will undertake studies on strategic and operational brand management. Topics will cover brand assessment, goal setting, building brand equity, benefit-based segmentation and targeting, buyer persona, brand communication and media planning, integrated marketing strategies and brand measurement and strategic brand audit. The course will leverage case discussions, team work and active research by students.

### **MKT 365 Business-to-Business Marketing**

**(Prerequisite: MKT 301)** The objective of this course is to expose students to the environment of business-to-business (B2B) marketing from a global perspective, with emphasis on how it differs from the consumer (B2C) marketing context. Concepts, models and analytical tools are studied in the areas of business-to-business marketing analysis and strategy; managing business-to-business marketing processes; and putting business-to-business marketing into practice.

### **MKT 370 Entrepreneurial Marketing**

A dramatically new form of marketing has emerged. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, radical marketing, guerrilla marketing, viral marketing, and expeditionary marketing. This course represents an attempt to bring together these perspectives by providing an integrative framework called “entrepreneurial marketing” (EM). With EM, marketing is approached not as a set of tools (a technology) for facilitating transactions or responding to change, but as a vehicle for fundamentally redefining products, services, and markets in ways that produce a sustainable competitive advantage. EM represents a strategic type of marketing built around six core elements: innovation, calculated risk-taking, resource leveraging, strategic flexibility, customer intensity, and the creation of industry change. Conditions in the marketplace environment drive the need for entrepreneurial marketing (turbulence, discontinuities, rapid changes in technology, economics, competition, etc.), while organizational culture can hinder or facilitate the firm’s ability to demonstrate high levels of EM.

### **MKMG 372 Sales Management and Professional Selling**

**(Prerequisite: Junior Standing)** The course will look at managing a professional sales force and optimizing the investments made in the organization’s interactions with its most important asset: customers. Sales is a mission critical function for all organizations. Considering the recent evolution of markets, characterized by stagnation, hyper-competition, shortening of product life cycles, difficulties in creating sustainable competitive advantages, sophistication of buyers, sales are becoming increasingly strategic and their management a sophisticated set of activities. According to this modern evolution of markets and consumer behaviors, companies are fundamentally rethinking the role, nature, strategy, objectives, structures and processes of sales management to face these competitive challenges. Sales organizations, especially in multinational companies, are characterized by deep sales transformation and sales excellence programs aimed at increasing the ability of sales organizations to manage the complexity of the markets and increase their productivity. Sales are now increasingly less art and more science: the natural talent and the de-structuring that characterized the commercial roles in the past are increasingly supported (sometimes replaced) by solid methodological foundations and analytical rigor for planning, conducting and monitoring commercial activities.

### **MKT 373 Marketing Analytics**

**(Prerequisites: MKT 301)** Executives who can interpret marketing data to make strategic decisions about products, pricing, promotion, distribution and customer targeting are better positioned to achieve a competitive edge. This course will provide students with in-depth knowledge of marketing metrics that are essential for making informed decisions in brand and product management, advertising, communications, distribution, and other critical areas of the marketing process. Students will also develop skills in measuring the effects of marketing decisions and in optimizing budgets. A hands-on approach, using interactive exercises, data simulations, and case studies, will be used.

### **MKT 375 Marketing Consulting Lab**

**(Prerequisites: Junior Standing, MKT 301)** The main goal of this course is to prepare students for problem solving in the workplace and learn how to submit a marketing consulting proposal. In this course, student teams will consult a client company. They will analyze strengths and weaknesses of the business and conduct an accurate environmental analysis. Each team will assess internal and external forces, including competition, and their impact on the performance of the client, after which they will determine the best positioning strategy and customize the marketing mix. The outcome will be a consulting proposal that each team will have to present to their client.

### **MKT 398 Internship: Marketing Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Marketing obtained through the Career Services Center)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **MKT 399 Special Topics in Marketing**

**(Prerequisites: Junior Standing, MKT 301)** An in-depth treatment of a current area of special concern within the field of Marketing. Topics may vary. May be taken more than once for credit with different topics.

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### **MKT 490 Capstone Seminar: Strategic Marketing Management**

**(Prerequisites for Marketing majors: Senior Standing and completion of all other Marketing core courses. Prerequisites for Business majors: STATS 208; Recommended: MKT 301, MKT 305, MKT 310)** This course involves the analytical

integration of material covered in previous marketing courses. It develops skills in diagnosing marketing problems, formulating and selecting strategic alternatives, and recognizing problems inherent in strategy implementation. The development of a comprehensive marketing plan is a major requirement of the course.

## **MATHEMATICS AND STATISTICS**

### **MATH 100 Finite Mathematics**

This course develops the quantitative skills which a liberal-arts educated student should acquire. It is intended to give the student an appreciation for the use of mathematics as a tool in business and science, as well as developing problem solving and critical thinking abilities. The course introduces the student to important topics of applied linear mathematics and probability. Topics include sets, counting, probability, the mathematics of finance, linear equations and applications, linear inequalities, an introduction to matrices and basic linear programming.

### **MATH 101 Intermediate Algebra**

This course provides a review of elementary algebra for students who need further preparation for pre-calculus. Students enroll in this course on the basis of a placement examination. The course covers the basic operations of addition, subtraction, multiplication, and division involving algebraic expressions; factoring of polynomial expressions; exponents and radicals; solving linear equations, quadratic equations and systems of linear equations; and applications involving these concepts. This course does not satisfy the General Distribution Requirement in Mathematics and Science.

### **MATH 197 Pre-Calculus**

**(Prerequisite: Placement or completion of MATH 101 with a grade of C- or above)**

This course provides an introduction to Calculus that focuses on functions and graphs. The properties of absolute value, polynomial, rational, exponential, logarithmic, and trigonometric functions will be studied, along with the techniques for solving equations and inequalities involving those functions.

### **MATH 198 Calculus I**

**(Prerequisite: Placement or completion of MATH 197 with a grade of C- or above)**

This is a Standard Calculus course using an intuitive approach to the fundamental concepts in the calculus of one variable: limiting behaviors, difference quotients and the derivative, definite integrals, antiderivative and indefinite integrals and the fundamental theorem of calculus.

### **MATH 200 Introduction to Mathematical Reasoning**

**(Prerequisites: Placement into MATH 197 or completion of MATH 100 or MATH 101 with a grade of C- or above)**

The course introduces the basics of mathematical reasoning, the aspect of mathematics that is concerned with the development and analysis of logically sound and rigorous arguments, which lie at the core of problem-solving and theorem-proving techniques. The course will explore fundamental mathematical concepts such as sets, relations, and functions, and proof techniques based on formal logic and mathematical induction.

## **MATH 298 Calculus II**

**(Co-requisite: MATH 350 Linear Algebra)** This course builds on the fundamentals of the calculus of one variable, and includes infinite series, power series, differential equations of first and second order, numerical integration, and an analysis of improper integrals. It also covers the calculus of several variables: limits, partial derivatives, and multiple integrals.

## **MATH 350 Linear Algebra**

**(Pre-requisite: MATH 198)** This course introduces students to the techniques of linear algebra and to the concepts upon which the techniques are based. Topics include: vectors, matrix algebra, systems of linear equations, and related geometry in Euclidean spaces. Fundamentals of vector spaces, linear transformations, values and associated eigenvectors.

## **MATH 490 Calculus III**

**(Prerequisites: MATH 298 Calculus II and MATH 350 Linear Algebra (both with a grade of C or above))** This course builds on the material presented in Calculus II. It covers vector and multivariable calculus. The mathematical tools and methods introduced in the course are used extensively in the physical sciences, engineering, and economics. The main aim is to arrive at two of the most important theorems in vector calculus: Green's Theorem and Stokes' Theorem.

## **MATH 492 Mathematical Statistics**

**(Prerequisites: MATH 198, STATS 208, STATS 209; Recommended: MATH 298)** This is a calculus-based introduction to mathematical statistics. While the material covered is similar to that which might be found in an undergraduate course of statistics, the technical level is much more advanced, the quantity of material much larger, and the pace of delivery correspondingly faster. The course covers basic probability, random variables (continuous and discrete), the central limit theorem and statistical inference, including parameter estimation and hypothesis testing. It also provides a basic introduction to stochastic processes.

## **MATH 493 Stochastic Calculus for Finance**

**(Pre-requisites: MA 198 Calculus I and STATS 208 Statistics I - Recommended: MA 350 Linear Algebra)** This course provides an introduction to stochastic calculus and some of its applications to Finance. It is designed for students who want to develop knowledge and skills for the analysis of continuous-time stochastic models involving stochastic integrals and stochastic differential equations. Topics include: construction of Brownian motion; martingales in continuous time; the Itô integral and an introduction to Itô calculus. Applications to financial instruments are discussed throughout the course.

## **MATH 495 Differential Equations**

**(Prerequisites: MATH 298 and MATH 350 or permission of the instructor)** This course provides an introduction to ordinary differential equations. These equations

contain a function of one independent variable and its derivatives. The term “ordinary” is used in contrast with the term partial differential equation which may be with respect to more than one independent variable. Ordinary differential equations and applications, with integrated use of computing, student projects; first-order equations; higher order linear equations; systems of linear equations, Laplace transforms; introduction to nonlinear equations and systems, phase plane, stability.

### **MATH 497 Real Analysis**

**(Prerequisite: MATH 198 Calculus I. Recommended: MATH 298)** This course covers the fundamentals of mathematical analysis: convergence of sequences and series, continuity, differentiability, and the Riemann integral. In this course the concepts learnt in calculus classes will be looked at more deeply and in greater detail, especially those relating to the calculus of a single real variable. While in prior courses students had experience computing limits, derivatives, and integrals to solve specific problems, in this class the focus will be on what makes the computations work, as well as on the precise definitions of the notions used. The goal is to develop a deeper understanding of the various concepts defined, and to train the critical thinking and rigorous reasoning skills of the students. A major component of this course will be exposing students to proofs, with the aim of having them learn how to read, write, and understand a proof.

### **MAPH 103 Introduction to Logic**

The course offers an introduction to the study of Logic. Logic is relevant for many disciplines, most notably Mathematics, Computer Science, and Philosophy, but it is also extremely helpful in day-to-day life. The course focuses on three related areas. The first is what is called “formal logic”, and consists in learning how to formalize natural language into statements that can be evaluated as true or false. The second is techniques of mathematical proof (direct proof, proof by contradiction, proof by induction), which will be explored using a range of diverse examples. The third main topic of the course will be learning to recognize many of the most common logical fallacies, that is, errors of reasoning, found in discourses both inside and outside of Mathematics. This last topic will be explored mainly with the aim of giving the student a powerful tool against misinformation, and will be illustrated with many up-to-date examples.

### **STATS 208 Statistics I**

**(Prerequisite: Placement into MATH 197 or completion of MATH 100 or MATH 101 with a grade of C- or above)** An introduction to descriptive statistics, elementary probability theory and inferential statistics. Included are: mean, median, mode and standard deviation; probability distributions, binomial probabilities and the normal distribution; problems of estimation; hypothesis testing, and an introduction to simple linear regression.

### **STATS 209 Statistics II**

**(Prerequisites: STATS 208 with a grade of C- or above; Co-requisite: CS 110 OR CS 160)** A continuation of Statistics I. Topics include more advanced hypothesis testing,

regression analysis, analysis of variance, non-parametric tests, time series analysis and decision- making techniques.

**STATS 210 Statistics for Science and Engineering**

**(Prerequisite: MATH 198)** This course provides an introduction to descriptive statistics, elementary probability theory, and inferential statistics for students of Science and Engineering. Included are: mean, median, mode and standard deviation; random variables and their probability distributions; problems of estimation; hypothesis testing, and an introduction to simple linear regression.

## **MUSIC**

### **MUSIC 101 Introduction to Music**

The aim of this course is to explore the language and structure of classical Western music, through the study of fundamental elements of music theory and its application to musical forms and genres. The course will include elements of music theory, basic approach to melody and harmony, and the study of musical instruments. Designed for students with little or no musical background, the course will provide the foundations for reading music and will study the principal composers who determined the course of history of Western Music. Last, the course will also include concert and opera evenings, on-site visits to the Museum of Musical Instruments, and jazz seminars.

### **MUSIC 102 Italian Opera**

Opera is perhaps one of Italy's most important cultural innovations, continuing to fascinate the world since its birth over four hundred years ago. The aim of the course is to examine the birth and development of opera in Italy from the late Renaissance to contemporary Italian opera. The inherent problems in the union of music, text, and drama in this complex music form are explored in the solutions that the most important operatic composers have provided. The aim of the course is then not only to understand and appreciate a story set to music, but the different and varied aspects of opera, its creation, and production. The course explores the history of Italian opera from its birth in the late Renaissance, its development in the 17th century, Italian opera abroad with G.F. Handel and W.A. Mozart, the Belcanto operas, G. Verdi, the Verismo movement, 20th century and contemporary opera. Form and structure in opera, relations between text and music, the world of singers and the characters they portray, historic study of the operatic orchestra, notions of opera production: staging, sets, costumes and the Italian opera house.

### **MUSIC 299 Special Topics in Music**

An in-depth treatment of a current area of special concern within the field of music and musicology. Topics may vary. Topics previously taught include: The Music of Rome: Gregorian Chant to the Baroque Opera. May be taken more than once for credit with different topics.

## **NATURAL SCIENCE**

### **NATSC 110 Current Issues in the Natural Sciences**

Based on selected readings on current issues in the natural sciences, the scope of this course is intentionally broad, and the material is generally oriented toward issues to which students will already have had some exposure through newspapers, non-scientific journals, etc. Students will gain a basic understanding of these issues, an appreciation of the scientific method, and the ability to critically evaluate non- technical scientific literature. No specific scientific background is assumed.

### **NATSC 201 A History of Scientific Discovery**

This course outlines the development of scientific ideas from the ancient Greeks through modern times. It focuses primarily on questions such as: What is matter? How does matter interact? What is the nature of light? How big is the universe? When did the universe begin, and when will it end? What is life? What causes disease, and how can it be prevented? The course follows the brick-by-brick accumulation of knowledge which underscores the dynamic nature of science through the centuries and places the developments - and the people behind them - in an overall context. The course also imparts the basic principles underlying current topics in science, so that students will be able to make more informed decisions in the many areas where science is becoming increasingly dominant.

### **NATSC 202 Global Warming**

The class will examine the chemical, biological, physical, and geological processes involved in that climate change, already evident in the 20th century, and predicted for the 21st century. The human impact upon the “greenhouse effect” is explained, the merits of the scientific theory are examined in light of available evidence to date. Climate changes apparent at the century time- scale, and longer, are introduced; the physical forcings responsible for these changes are presented. The international treaties (the UNFCCC and Kyoto Protocol) that address anthropogenic greenhouse gas emissions are introduced, along with local to regional initiatives developed by the private and public sectors.

### **NATSC 211 Introduction to Biology**

A detailed and comprehensive introductory course which will be especially useful to students intending to pursue further studies in the biological sciences. Topics include biochemistry, cell biology (respiration, photosynthesis, membrane structure and function, cell communication, and the cell cycle), plant biology (structure, growth, transport, nutrition, reproduction, and development), and animal biology (structure and function, nutrition, circulation, immunity, homeo- stasis, reproduction, and nervous systems).

### **NATSC 220 Food and Agriculture**

**(Prerequisite: MATH 100 or MATH 101)** This is a survey course of agriculture, emphasizing the important food plants of the 21st century. The aim is to learn key

processes which lead to the wide array of foods, which are available in developed countries. We start from the events of domestication, pass through the Green Revolution, and end with major plant crop commodities (such as bananas and coffee) being cultivated by “agribusiness” or also by “sustainable” farming methods. We also look at major issues related to agriculture today: for example, the development of biofuels which may use food stocks, and diseases and pests which threaten important monocultures. We look at the major achievements in agriculture of the 20th century, and try to anticipate the important uses and vulnerabilities of plant crops in the 21st century.

### **NATSC 230 Energy and the Environment**

Individuals, families, business companies and governments are called on an everyday basis to confront energy issues: from how to save on heating and electricity or transportation, or how to secure access to energy sources so that there is adequate energy for prosperity and progress while at the same time respecting the environment. This course provides a first but comprehensive exposure to the many facets of the energy problem so that students are better able to have informed opinions regarding the ongoing energy debate. After a brief historical introduction, the present-day scenario of energy supply from both largely mature technologies (fossil and nuclear fuels, hydro-power) and renewable sources (solar, wind, geothermal, wave and tidal, biomass) is presented. Elements of physics and chemistry will be provided in order to achieve a better understanding of energy sources and energy production systems, and to carry out a more quantitative study of the supply, efficiency, cost and environmental impact of each energy option. An introduction to the geopolitics of energy - oil and gas suppliers and security of access to those suppliers, international efforts to deal with global climate change and nuclear proliferation - will also be provided.

### **NATSC 240 Concepts in Genetics**

In recent decades, genetics has emerged as the key discipline among the life sciences. Beginning with the work of Mendel and Darwin in the 19th century, this course leads students through the history of the subject, charting its development through the identification of DNA as the genetic material and the elucidation of the structure and function of DNA in the 1950s and 1960s. The course explains the importance of DNA and outlines its role in protein synthesis, heredity, behavior, and genetic disease, including cancer. Topics also include gene cloning technology and the current and prospective applications of genetics in industry, medicine, and biotechnology.

### **NATSC 250 Astronomy**

**(Recommended: MATH 101)** The course allows students to discover their place in the universe through the study of planets, stars, galaxies, and the cosmos. Knowledge of the universe and the laws governing its behavior take students on a journey of exploration and discovery from local neighboring planets in our solar system, beyond nearby stars and galaxies, out to the confines of the known observable universe.

## **NATSC 290 Science and Urban Ecology**

This course provides the liberal arts student with an introduction to the scientific issues which underpin human health in the urban environment. We study components of the urban environment by using basic concepts from ecology, biology, chemistry, and geology. We then learn about “linkages” (or interactions) between humans and their physical, chemical, and biological environment in order to understand human health in the urban environment. The interactions examined will relate to actual conditions found in major cities in the 21st century: we look at water supply and quality, air quality standards, energy supplies, and common diseases.

## **PHILOSOPHY**

### **PHIL 101 Introduction to Philosophical Thinking**

We all have opinions about what is true and false, right and wrong, what is just, divine, and beautiful, what the self, mind, and soul are, or what makes us free. But can we justify our opinions about such things? Have we given rational and open-minded consideration to criticisms and alternatives, or are our opinions perhaps based only on prejudices and assumptions? In this course you will learn to use philosophical thinking to test and improve your opinions and your ability to evaluate the claims of important philosophers. Through the study and discussion of philosophical texts, classic or contemporary, you will grapple with issues of fundamental human importance and develop your capacities for careful reading, clear writing and speaking, and logical argumentation.

### **PHIL 210 Ancient Philosophy**

The philosophers of ancient Greece and Rome debated fundamental questions with an imagination, subtlety, and daring that have captured the attention of thoughtful people in every epoch. For example, they considered the nature and origin of the universe, what changes and does not change, as well as what causes change, how perception and reasoning produce knowledge, the relation between the soul and the body, the meaning of justice and beauty, and the nature of the good life. Through a careful reading of selected texts – in the form of dialogues, poems, aphorisms, or treatises – the course will introduce you to the great questions and controversies of ancient philosophy.

### **PHIL 221 Ways of Knowing**

When you claim to know something, how do you know it? Maybe you saw it happen, maybe you worked it out from something you already knew, or maybe your best friend told it to you. This is a matter not just of where your belief came from, but of its justification. Is your claim really warranted? Are you someone to trust? Such questions are important socially and for all academic disciplines, and they also matter personally, forming an integral part of the examined life. This course introduces students to epistemology, the philosophical study of knowledge. It examines the nature and warrant of various ways of knowing, including direct experience, reasoning, and relying on others. Other questions explored may include how knowledge differs from opinion, faith, understanding, and certainty, what distinguishes science from other ways of knowing, what makes for a reliable source, whether we can know other minds or that we are not living in a simulation, and whether we should believe only based on the evidence, or also on other grounds.

### **PHIL 232 Kant**

This course introduces you to Immanuel Kant's revolutionary ideas and arguments about such things as the self, reality, knowledge, morality, history, beauty, and nature. That is, it introduces you to his attempts to answer the foundational philosophical questions, "what am I?", "what is real?", "what do I know?", "what should I do?," "what is beauty?," and "what is nature?". In doing so, it explores issues like the nature of change and time, what

it is to think, believe, or imagine something, the relation between mind and matter, the freedom of the will, whether morality is objective, and the rationality of believing in God.

### **PHIL 235 Ethics**

What is right and wrong, good and bad? How do we know? How can we argue over ethical issues? This course introduces students to ethical thinking by studying both concrete ethical issues and more abstract ethical ideas and theories. Students will examine philosophical debates over issues such as free speech, genetic engineering, and friendship, explore the meaning of ideas like “duty,” “virtue,” and “happiness,” and analyze the arguments of philosophers like Aristotle, Kant, and Singer.

### **PHIL 240 Modern Philosophy**

This course introduces you to modern philosophers’ revolutionary understandings of human beings’ place in the world. In a world challenged by new scientific discoveries and profound changes in society, these philosophers question their predecessors’ appeals to natural and super - natural order, and instead place the human mind, self, and society at the center of their philosophies. The radically different views about human knowledge and morality that they propose lead to rich debates over the senses and reason, matter and the mind, freedom and responsibility, and the self and community – all of which have profoundly influenced subsequent philosophy, and even society at large. To explore these views and debates, we will study the philosophies of crucial figures like Descartes, Hume, and Kant.

### **PHIL 245 Nineteenth-Century Philosophy**

Often in response to Enlightenment aspirations and modern scientific and social developments, nineteenth-century philosophers in Europe and America developed a wealth of new ideas about freedom, reason, nature, life, art, religion, society, language, consciousness, and morality – and about philosophy itself. This course explores some of these ideas and themes, examining selected primary texts and the critical debates that they stimulated. This course introduces students to central themes in the extraordinarily rich philosophy of nineteenth-century Germany. It does so by focusing on how four major figures – Arthur Schopenhauer, G.W.F. Hegel, Karl Marx, and Friedrich Nietzsche – conceived of the world, knowledge, the self, and ethics. After a brief introduction to Immanuel Kant’s influential Enlightenment ideas about the autonomy of the human mind, we will examine Schopenhauer’s pessimistic response, including his challenging claims about the limits of human understanding and action and how they may be overcome in compassion, aesthetic experience, and suicide. We will then consider Hegel’s opposing idealist philosophy, focusing on his examinations of the nature and development of different forms of consciousness – including the dynamic relation between “master” and “slave” and the rich meanings of “ethical life” and God. Following this, we will examine Marx’s materialist critique of idealism, and particularly his revolutionary understandings of human nature, consciousness, society, and development. Finally, we will explore Nietzsche’s nihilism, including his ideas of the “death of God” and “will to power,” his critiques of morality and the “self,” and his own critical responses to Schopenhauer, Hegel, and Marx.

### **PHIL 250 Philosophy of Love**

What is 'love'? What and how do we love? How does love for friends, romantic lovers, family, strangers, nature, and even 'God' differ? And why should we love at all? This course explores these questions by studying specific kinds of love and the ethical questions that they raise, and by considering how these can illuminate, and be illuminated by, broader theories of the meaning and value of love.

### **PHIL 260 Contemporary Philosophy**

This course introduces students to current philosophical debates in a variety of areas, such as cognitive science, theories of knowledge, philosophy of language, continental philosophy, social science, and digital culture. Students will read and analyze a selection of fundamental contemporary texts, by figures such as Wittgenstein, Searle, Foucault, Lyotard, and Haraway, and develop a familiarity with the new philosophical tools and terminology that they introduce.

### **PHIL 299 Special Topics in Philosophy**

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

### **PHIL 302 Existentialism**

**(Prerequisites: One previous philosophy course or Junior Standing Co-requisites: ENMP 110; Recommended Junior Standing)** The course aims at a phenomenological analysis, discussion, and development of the most important theme in existential philosophy: the Self, understood as consciousness, confronting a world and engaged in human action. Beginning with selected writings by Nietzsche and Kierkegaard, the fathers of Existentialism, the course will explore issues such as freedom, responsibility, decision, finitude, and alienation. These issues will be discussed in their existential contexts as they emerge from the works of philosophers such as K. Jaspers, Sartre, Heidegger, etc. A special emphasis will be placed on the relevance and critical significance of these issues to everyday life in contemporary society.

### **PHIL 304 Philosophy of Art and Beauty**

**( Prerequisites: One previous philosophy course or Junior Standing Co-requisites: ENCMP 110; Recommended Junior Standing)** In this course we will examine philosophers' fascinating attempts to understand art and explore the multiple roles that it can play in our lives. We will consider such issues as what 'art', 'beauty', 'creativity', 'expression', and 'imagination' can mean, whether our judgments about them can ever be objective, how art relates to our feelings and to our understanding of the external world, how it reflects society, religion, and politics, and the radical differences between contemporary, modern, and classical kinds of art.

### **PHIL 321 Bioethics**

**(Prerequisites: One previous philosophy course or Junior Standing Co-requisites: ENCMP 110; Recommended Junior Standing)** Bioethics is a branch of applied ethics that examines the ethical challenges posed by medicine and biotechnology. This course

explores some of the most important contemporary bioethical challenges, such as human reproductive cloning and genetic enhancement, the patenting of genes, stem-cell research, the use of animals in biomedical research, physician-assisted suicide, abortion, and in vitro fertilization.

### **PHIL 323 The Ethics of Artificial Intelligence**

**(Prerequisites: One previous philosophy course or Junior Standing Co-requisites: ENCMP 110; Recommended Junior Standing)** This course examines some of the most important contemporary issues in the field of ethics of AI to help you to develop a familiarity with the debates and stimulate your ability to discuss, reflect on, and defend your own views. It is structured such as to provide all participants with a comprehensive understanding of ethical issues related to AI, which means that participants will be introduced to general concepts related to AI (Weak and strong AI, artificial general intelligence, artificial special/narrow intelligence, artificial superintelligence, machine learning), specific moral challenges such as AI and discrimination (e.g. racism, sexism), and wider ethical issues, which have to do with the spiraling power consumption and increasing carbon emissions due to data centers and cloud computing services.

### **PHIL 325 Ethics of Emerging Technologies**

**(Prerequisites: One previous philosophy course or Junior Standing Co-requisites: ENCMP 110; Recommended Junior Standing)** Technological advances continually create new ethical challenges, and even paradigm shifts in many disciplines. The main focus of this course is on selected contemporary topics in the fields of information technology, robotics and artificial intelligence, environment and technology, and artificial life. By exploring these topics, we will try to answer such questions as “can the use of autonomous robots in war be morally justified?”, “is geoengineering the right response to climate change?”, and “does in vitro meat solve the problem of non-human personhood?”.

### **PHIL 399 Special Topics in Philosophy**

**(Prerequisites: One previous philosophy course or Junior Standing Co-requisites: ENCMP 110; Recommended Junior Standing)** Topics may vary. Recently taught topics include: Bioethics, Philosophy of Technology, Zen, Philosophy of Baroque, and Magicians, Heretics, and Scientists in the Age of the Renaissance. May be taken more than once for credit with different topics.

### **PHME 320 Posthuman Studies: Philosophy, Technology, Media**

**( Prerequisites: One previous philosophy course or Junior Standing Co-requisites: ENCMP 110; Recommended Junior Standing)** This course introduces students to some of the most important ethical, philosophical, and artistic questions raised by the rapid technological, scientific, and cultural changes of our era. Students will tackle issues such as biological and genetic enhancement, artificial intelligence, the impacts of new media, and the future of employment in a technology-based society, and explore how these issues take us beyond the standard capacities and dualistic concepts of ‘human’ beings (as disembodied ‘minds’, for instance) into a ‘posthuman’ future. Students will examine the approaches that thinkers such as Kathrine Hayles and Julian Savulescu have proposed for

grappling with these questions, and develop their capacity to discuss, reflect on, and defend their own views on these challenges to 'human' life.

### **PHGD 314 Feminist Philosophy**

**(Prerequisites: One previous philosophy course or Junior Standing Co-requisites: ENCMP 110; Recommended: Junior Standing)** Feminist philosophy evaluates feminist claims and arguments and investigates biases in past and present philosophy. Using existing philosophical tools and developing new ones, it analyzes the social and conceptual subordination of women and other groups, and questions prevailing ideas about what is real and valuable, how we know things, and how society should be. In doing so, it makes distinctive contributions to each of the principal subfields of philosophy: epistemology, metaphysics, ethics, political philosophy, and aesthetics. This course will examine a variety of challenging issues, ideas, and arguments in feminist philosophy, in relation to concrete examples and cases. Topics may include the meaning and nature of "gender," "sex," or "sexuality," how categories, institutions, or attitudes can be oppressive, the gendered nature of philosophical conceptions of the self, mind, body, or knowledge, theories of sexual difference, post-colonialism, ecofeminism, and ethical or political issues regarding work, speech, sex, or the family.

### **PHLW 329 Philosophy of Law**

**(One previous philosophy course or Junior Standing Corequisites: EN 110; Recommended Junior Standing)** Laws and legal systems, decisions, and ideas are central to our social, economic, political, and moral lives. But what are they, exactly? And how should we evaluate them? This course will explore these two crucial, and often interrelated, questions, by studying contemporary philosophical debates in relation to relevant legal cases. Topics might include whether law is based on "natural" values or on state authority, the purposes and limits of legal regulations, and the law's relations to the economy, sexism, or racism, as well as what it means to be criminally responsible, how evidence should be weighed in court, judges' freedom to interpret the law, and the justification of punishments.

### **PHMA 103 Introduction to Logic**

The course offers an introduction to the study of Logic. Logic is relevant for many disciplines, most notably Mathematics, Computer Science, and Philosophy, but it is also extremely helpful in day-to-day life. The course focuses on three related areas. The first is what is called "formal logic", and consists in learning how to formalize natural language into statements that can be evaluated as true or false. The second is techniques of mathematical proof (direct proof, proof by contradiction, proof by induction), which will be explored using a range of diverse examples. The third main topic of the course will be learning to recognize many of the most common logical fallacies, that is, errors of reasoning, found in discourses both inside and outside of Mathematics. This last topic will be explored mainly with the aim of giving the student a powerful tool against misinformation, and will be illustrated with many up-to-date examples.

### **PHPL 312 Freedom, Equality, and Democracy**

**(One previous philosophy course or Junior Standing Co-requisites: ENCMP 110; Recommended Junior Standing)** This course introduces students to current philosophical debates over what makes a 'just' society, relating these debates to controversial issues in contemporary politics. In particular, students will develop their understanding of such crucial political ideas as 'freedom,' 'equality' and 'democracy' and of how these ideas can be interpreted and argued over in debates about issues such as healthcare, terrorism, poverty, immigration, and climate change.

### **PHPS 309 Philosophy of Mind**

**(Prerequisite: PHIL 101)** What is it to have a "mind"? What are feelings, emotions, desires, perceptions, beliefs, concepts, thoughts, or choices? How do these things relate to the brain or the body, to actions and behavior, and to the broader natural, social, or ethical world? How can they be known by others or studied scientifically? Can animals or machines have them too? On this course we will try to make sense of the "mind" by exploring questions like these. While taking account of relevant empirical studies, we will focus on theories, concepts, debates, and arguments in contemporary philosophy of mind and related other fields of philosophy. Topics might include the mind-body problem, mental causation, personal identity, the methodology of cognitive science and psychology, or the nature of specific mental phenomena such as emotion or perception.

### **PHRL 224 Living the Good Life: Religion and Philosophical Ethics**

What it is to do the right thing, or to be a good person? Where do ethical ideas and standards come from? And why should we be ethical at all? This course introduces students to ethical thinking by studying both concrete issues and more abstract theories, religious and non-religious. Students will explore ideas like "virtue", "duty", "conscience", and "perfection," philosophers like Plato, Aquinas, and Kant, and religious traditions like Christianity, Islam, and Buddhism, alongside concrete issues in areas such as medicine, war, sex, and the environment.

### **PHMU 306 Opera and Philosophy**

**(Prerequisites: One previous philosophy course. Co-requisites: ENCMP 110. Recommended: Junior Standing)** This course explores the complex interplay of ethics, cultural criticism, and philosophy in the history of opera. Opera was invented at the end of the sixteenth century by musicians, thinkers, and music theoreticians of the Camerata Fiorentina who regarded the polyphonous music of their contemporaries as morally corrupting. They turned to ancient Greek tragedies and philosophies for inspiration, seeing these as providing useful techniques for cultivating audiences' virtues. Richard Wagner subsequently developed his innovative reform of opera and his concept of a 'total work of art' (Gesamtkunstwerk) by engaging with similar concerns and sources. On this course, you will examine these developments and cultivate a familiarity with the issues and ideas that they raise.

## **POLITICAL SCIENCE**

### **POLSC 101 Introduction to Political Science**

The course introduces students to basic concepts, methods, and theories of the scientific study of politics. In so doing, the class provides a systematic understanding of the foundations of government, political systems, and political behavior. The course familiarizes students with the functioning of political institutions and political power, constitutional frameworks and procedures to obtain public legitimacy, and approaches to different fields, problems and issues of—domestic, comparative, and global—politics in the 21st century.

### **POLSC 201 American Government: Democracy, Federalism and the Separation of Powers**

This course examines the basic concepts of the American constitutional system of government, and its major strengths and weaknesses, starting from the main principles supposed to be animating American government – democracy, federalism, the separation of powers, checks and balances – and focusing on the Constitution itself and contemporary debates surrounding its meaning. It also strives to understand the institutions – legislative, executive and judicial – that simultaneously embody and challenge these governing principles. Strong attention will be paid to the role of state and local governments, and the different roles of “the people” in the American system of government, as citizens, electors, rights-bearers, violent mobs and peaceful agents of political change. Students will keep abreast of current events in American politics, paying attention to the systematic threats to American democracy and prospects for preserving it.

### **POLSC 208 Statistical Analysis for Political Science**

This is an applied course on statistical methods commonly used in social science research (including political science and sociology) and provides the necessary foundation to conduct your own analysis and to help you interpret the numbers presented in the media. Students will learn how to read statistics in a research context, what data to use for different research topics, to adopt research designs that are relevant for the research question, use statistical tests and draw conclusions based on statistical tests. Students will also learn how to carry out statistical tests using statistical packages, and to interpret results based on their own analyses.

### **POLSC 209 World Politics**

An introduction to the theory and practice of international affairs, this course discusses the main schools of world politics as well as actors, structures and institutions of international relations. Through this framework the course explores key conflicts and issues in the post-World War II era, including problems of war, armed conflict, and peace, and the impact of recent trends in globalization on world politics.

### **POLSC 210 Introduction to Political Theory**

An introduction to the history of political thought, from Ancient Greece to the 19th century. Through a close reading of selected canonical texts, students will examine the evolution of ideas about democracy, liberty, equality, justice, political authority, the social contract, different conceptions of human nature and the role of the individual in society. The theorists examined may include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, de Tocqueville and John Stuart Mill.

### **POLSC 212 International Organizations**

**(Prerequisite: POLSC 209)** This course examines attempts at international cooperation in various institutional forms. The course analyzes efforts of twentieth-century internationalism, from the League of Nations up to the United Nations (UN). Main regional organizations are also examined, such as NATO, the African Union, the Organization for Security and Cooperation in Europe, World Trade Organization and Organization of American States.

### **POLSC 214 Visual World Politics**

This course explores how the realm of international politics is visually constructed and how pictures, digital images, films, art works, monuments, and buildings shape public perceptions. It uses a multidisciplinary approach and relies on cultural theory, anthropology, political science, and art theory to provide students with a solid theoretical framework. Case studies will focus on the functions that visual sources perform in international conflicts and in strategies addressing global challenges such as poverty, famine, human rights violations, migration and climate change. Overall, the course develops students' analytical skills related to the critical assessment of visual information and encourages them to challenge their thoughts about factors driving world politics.

### **POLSC 215 Italian Politics and Society**

**(POLSC 223 recommended for students majoring in Political Science and International Affairs)** This course examines the evolution of Italian political culture from 1945 to the present. Highlighting the problems of developing a national identity and the legacies of Fascism and the Resistance in influencing the 1948 Constitution, the course will look at Italy's position during the Cold War, the economic miracle of the 1950s, the political conflicts of the 1960s and 1970s, the end of the First Republic and the political scene since 1992, as well as the political influence of such actors as the Vatican and the Mafia. This course examines the major features of the political and social systems of the Italian Republic. Topics of analysis include the Constitution, the Italian economy, the role of the State, unions, the relationship between North and South, NATO, the U.S.-Italian partnership, and the European Union. Special attention will be given to the political developments leading to the establishment of the Second Republic.

### **POLSC 223 Comparative Politics**

As both a subject and a method of study, comparative politics examines the nature, development, structure and functioning of the political systems of a selection of countries with very different cultures, social and economic profiles, political histories and

geographic characteristics. Through case studies, students will learn to use the comparativist's methods to collect and organize the information and develop general explanations.

### **POLSC 228 Genocide**

The course examines such violent forms of identity politics as ethnic cleansing and genocide in an international and historical perspective. The program covers the genocides in Europe against the Jews and Roma, in Armenia, the Balkans, the Ukraine, Cambodia, Rwanda, and the Darfur region.

### **POLSC 250 Western European Politics**

**(Prerequisite: POLSC 223)** The course examines the political systems in Western Europe and major political developments affecting Western Europe since 1945 through a comparative lens. Looking at historical legacies, political cultures, types of government, and party systems shaping the major Western European powers, students will gain an understanding of the constitutive features, and transnational developments, challenges and changes in Western European states.

### **POLSC 265 Politics of the Middle East**

**(Prerequisite: POLSC 209 or POLSC 223)** The course offers an introduction to the history and politics of the contemporary Middle East. It combines an IR/political science perspective with an area study approach in understanding the historical grounding of ongoing processes that affect the region and its relations with the rest of the world. In particular, it focuses on the legacy of imperialism and recent foreign powers' penetration on contemporary nation-states' tensions; transnational ideologies (nationalism, pan-Arabism, Arab socialism, Islamism) and their impact on intra-regional and extra-regional relations; the roots and evolution of the Arab-Israeli and Israeli-Palestinian conflicts; the Islamic revolution in Iran and its consequences on the "sectarianization" of conflicts; the question of democracy and authoritarianism before and after the "Arab uprisings"; and shifting alliances and political violence between State and non-state actors from the Gulf to the Levant.

### **POLSC 280 Intelligence and Espionage from World War I to the Digital Age**

This course introduces students to espionage practices and examines contemporary intelligence and counterintelligence activities conducted by multiple states. The role played by espionage and the advancements in technology during key historical events, including the First and Second World Wars and the Cold War, is examined to contextualize its current function in framing the national security strategies and foreign policies of democratic countries. The legal and ethical tension between engaging in espionage and counterintelligence activities while upholding the rule of law is discussed. The course concludes by analyzing the current and future challenges in this field.

### **POLSC 299 Special Topics in Political Science**

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

### **POLSC 310 Modern Political Theory**

**(Recommended: POLSC 210)** This course introduces students to key modern & contemporary political thinkers and their contributions to the development of political theory and ideas. The class covers a wide range of different European, American and African thinkers shaping political philosophy and political theory from the 19th to the 21st century, such as Edmund Burke, John Stuart Mill, Karl Marx, Max Weber, Carl Schmitt, Antonio Gramsci, Hannah Arendt, Frantz Fanon, Michel Foucault, John Rawls, and Jürgen Habermas. The course examines the way these thinkers appropriate traditions of political thought, and provide their own vocabularies to understand the modern world, the modern state, and modern politics. In so doing, the course addresses and critically discusses these thinkers' different approaches to key political concepts such as power, political order, rationalism, political violence, community, democracy, sovereignty, justice, legitimacy, plurality, difference, and the rule of law.

### **POLSC 312 Machiavelli**

**(Prerequisites: POLSC 210 recommended)** No great political thinker is more controversial than Niccolò Machiavelli. He has been accused of being a teacher of evil and an advisor to tyrants, and the very term "Machiavellian" has become a byword for cunning wickedness. On the other hand, he has been praised as a philosopher of liberty and an Italian patriot. For some he is the founder of modern political realism, for others a reviver of ancient virtue. What is certain is that his influence has been immense, even if not always acknowledged. Issues on which he reflected profoundly and which are still with us include the problem of political morality (i.e., can a political leader afford to be good?), the relation between politics and religion, imperialism, and the relative merits of autocracies and republics. This course will introduce Machiavelli's political thought through selections from the Prince and other relevant texts.

### **POLSC 315 Institutions and Policies of the European Union**

**(Prerequisite: POLSC 223)** This course aims to provide students with a firm understanding of the origins, dynamics, institutions, and policies central to the process of European integration. In so doing, students will examine such issues as the relationship among the different EU institutions, and their relationships with the Member States, as well as EU trade, monetary, foreign, and security policies.

### **POLSC 316 History and Politics of Sino-European Relations (1949 to the present)**

This course explores the history and politics of Sino-European relations from 1949 to the present, examining the role played by these dynamics in the transformation of the international system from the Cold War to today. The Cold War was characterized by the supremacy of the United States and the Soviet Union, an initially divided and weakened Europe, and the progressive move away from bipolarity toward multipolarity, given the increasing relevance of Asia and especially China. This advanced class analyses the influence of the great power rivalry between the United States and the Soviet Union on the development of relations between Europe and China, as well as the influence of these same relations on the superpowers, their policy-making processes, their strategic choices,

and the international system itself. It moreover explores the living legacy of these dynamics in contemporary Sino-European relations.

### **POLSC 321 War, Peace, and Conflict Resolution**

**(Prerequisite: POLSC 209; Recommended POLSC 223)** This course is an introduction to the study of War, Peace and Conflict Resolution Studies. The course will draw on classical and contemporary global political theory and introduce students to the methods, cases, data, and major theoretical debates that structure the study of war and peace in global politics.

### **POLSC 327 Interventions in the 21st century: Complexity, Resilience, and Remote Warfare**

**(Prerequisites: recommended POLSC 321)** This course introduces students to security interventions, which includes military interventions as well as other practices where external actors seek to shape a state's internal security. It particularly emphasises the shift from liberal interventionism of the 1990s and early 2000s, to post-liberal interventions from mid-2000 onward, including 'light footprint' warfare, stabilization, complexity, resilience and 'remote warfare'. It explores changing intervention practices, different types of intervention actors, and their effects on local conflicts, regional security and international orders. The course engages with International Relations theory, peace and conflict studies, political sociology and critical geopolitics, and furnishes an advanced understanding of global-local relations in international security.

### **POLSC 328 International Humanitarian Action**

**(Prerequisites: POLSC 209)** The course introduces students to humanitarian action, delving into its challenges and opportunities as well as protection needs in response to contemporary crises, such as complex emergencies and natural hazards. It examines debates on how to transform the delivery, coordination and financing of humanitarian action while guaranteeing that affected people's needs, including those of vulnerable groups, are at its core. Issues such as the depoliticization and neutrality of humanitarian action, and the fostering of inclusive leadership, which are fundamental in contemporary emergencies, are explored.

### **POLSC 329 Religion and Global Politics**

"Religion" is driving contemporary political events in multiple, multifaceted, and mysterious ways. This course is designed to help students to make sense of this phenomenon and to begin to understand why, and in what ways, religion influences global politics today. In order to do so, the course will address normative concerns about the proper relationship between religion and states in contemporary political societies; theoretical concerns about how various religious institutions and religion-state arrangements influence and are influenced by political processes; and empirical concerns about how, why and where individuals are religious across the globe, and in what ways their religious ideas and identities might influence their political decisions and behaviors. Throughout the course students will be introduced to a set of concepts used by scholars to understand the theory and practice of religion and politics today. They will then have

an opportunity to employ and critique these concepts by researching and writing a term paper on a case of religion intersecting with international affairs today. Possibilities include, but are not limited to, the Iraq war debate; the EU vs. the Crucifix debate; the Islam and Democracy debate; and the US foreign policy debate over the engagement of the “global Muslim community.”

### **POLSC 330 American Foreign Policy**

**(Prerequisite: POLSC 209)** The course examines the foreign and security policy of the United States against the backdrop of the evolution of the international system, from both a historical and analytical perspective. In particular, the course will introduce students to the fundamental principles, concepts and interests that have shaped U.S. engagement in global dynamics, as well as the historical record of U.S. foreign policy from the origins of the United States to the present. The central objective of the course is to delineate the historical trajectory of U.S. political, military, economic, and cultural projection in the world, and to examine the intertwining of U.S. grand designs and the transformation of the global environment. The course is designed to enable students to critically assess the rationale for US foreign policy decision-making and its connection with domestic issues, as well as to evaluate the broader vision and role of the United States in contemporary world politics, with particular reference to the current phase of the decline of the international liberal order and the resumption of great power competition. Furthermore, the course will equip students with the proper methodology for the analysis of U.S. foreign policy documents, including both diplomatic materials (such as the Foreign Relations of the United States [FRUS] series) and official documents (such as the National Security Strategy).

### **POLSC 331 European Security Issues after the Cold War**

**(Prerequisite: POLSC 209)** This course will examine how the almost simultaneous collapse of the Soviet Union, the Warsaw Pact and Yugoslavia in 1991 gave rise to a new set of challenges to European security. It will also examine the NATO-EU-Russia relationship and the foreign policies of major European powers, US priorities in the area, nation building, minorities and territorial issues and problems in Central and Eastern Europe, new spheres of influence and related conflicts.

### **POLSC 333 Populism**

**(Prerequisite: POLSC 209, Junior Standing)** This upper-level course will focus on the populism and populist politics which currently challenge Western liberal democracies and their party systems. While populism as a political style or ‘thin’ ideology is not limited to parties and actors classified as “populist,” populist parties and movements have seen a dramatic rise in popularity and electoral support in recent years. In the US core supporters of the Trump presidency self-identify as “populist”. In many European countries, populist parties have emerged as relevant challengers of both mainstream parties and established liberal democracy as a political system; in several cases these parties have become junior or senior partners in government as well. The seminar explores the nature and dynamics of this political phenomenon, the origins and causes of populist politics--as well as the conditions for its success. Situating the rise of various populist parties and movements in a comparative European, American and global context,

the course will examine parties, cases, issues, cross-national similarities, variations--and implications of populist politics and the rise of populist parties. In search for explanations of what Cas Mudde has aptly called the “populist Zeitgeist” and the current transformation of political landscapes in Western democracies, we will also take broader socio-cultural changes and conflicts within Western societies into account—looking beyond party systems, platforms, and elections.

### **POLSC 334 Terrorism and Counterterrorism**

**(Prerequisite: POLSC 209 or permission of the instructor)** This course will provide the student with an understanding and basic foundation to: explain and compare the varying definitions of terrorism; distinguish the different types of terrorist motivations including left-wing, right-wing, ethnonationalist, separatists, and religious; differentiate terrorism from other forms of violence including political violence, guerilla warfare, insurgency, civil war, unconventional warfare, and crime; understand and describe the historical foundations of terrorism and apply them to modern terrorist events and methods being used to combat them.

### **POLSC 340 Politics of Developing Countries**

**(Prerequisite: POLSC 223)** The definition of Third World has been applied to countries which, albeit located in different geographic areas of the globe, are affected by similar features and problems: recent independence from colonial rule, limited economic development, overpopulation, insufficient infrastructures and availability of public hygiene/health care/education, persisting dependency on developed countries and attempts at reducing or altogether eliminating it. The course will explore the various patterns with an emphasis on three aspects. The first will examine comparative theories of social backwardness and belated development, particularly those elaborated by Bairoch, Gerschenkron, Barrington Moore jr., Skocpol and others. The second will discuss geography and historical issues: colonialism, imperialism, decolonization and the impact of the Cold War being the main ones. The third will focus on the past couple of decades and the current situation. In examining country studies, particularly focused on the roots of democratic systems and of stability, the dichotomies of dictatorship and democracy, national sovereignty and human rights, globalization and autarchy will be analyzed and assessed.

### **POLSC 345 Latin American Politics and Society**

**(Prerequisite: POLSC 223)** This course compares Central, Caribbean and South American systems of government and discusses their major socio-economic challenges. Problems of dictatorial legacies and democratic stability, accountability for human right abuses, regional integration, Latin America’s global role, as well as inter-American and international relations are also explored.

### **POLSC 346 African Politics**

Following a survey of the pre-colonial history of the African continent, this course surveys the history of African state formation, the development of post-colonial African political practices and ideas, and ongoing challenges (to include war and conflict, illicit trafficking,

environmental change and humanitarian crises) throughout the African continent, that continue to impact African livelihoods, the entire Mediterranean region, and beyond. Through case studies we consider recurring patterns of internal African state politics and policies, the ongoing influences of external actors and interests on African political norms and behaviors and, in turn, the prospects for improved security and development throughout the African continent.

### **POLSC 350 Politics of China**

This course reviews the evolution of China's national policies since the founding of the People's Republic in 1949, with particular attention to shifting development strategies and their political, social, and economic consequences. It examines the Cultural Revolution and the post-Mao reform era as key turning points in China's industrialization trajectory, the reconfiguration of state-society relations, and the country's progressive integration into the world economy. Special emphasis is placed on China's rise as a global manufacturing powerhouse and its changing position within global value chains, trade networks, and investment flows, as well as the social transformations associated with rapid growth. The course also explores Beijing's concept of the "socialist market economy" and its implications for industrial policy, poverty reduction, inequality, labor relations, and the evolving conditions of workers. Finally, it analyzes how China's economic ascent has reshaped its international role, examining the links between domestic development priorities and foreign policy, and assessing China's growing influence in regional and global governance, trade diplomacy, and international relations.

### **POLSC 352 Politics of South-East Asia**

**(Prerequisite: POLSC 209 or permission of the instructor)** Southeast Asia is a region of over 620 million people, with some of the most dynamic economies in the world. This course examines contemporary politics in Southeast Asia, with a focus on events since 1970. The course begins by reviewing the impact of colonialism and historical trajectories on contemporary politics. We then move to focus on the eleven specific countries in the region, tracing key political events, outlining the impact of leaders, reviewing the patterns of political contestation and providing a foundation of the structure of governments. In the final part of the course we focus on specific issues and challenges, including the role of leaders, dynamics within political institutions, development, civil society, conflict and human rights, ASEAN, foreign policy and regional security. This course provides a valuable foundation for understanding Southeast Asia and is recommended for any student interested in learning about the region.

### **POLSC 355 Russia, Ukraine and East European Politics**

**(Prerequisite: POLSC 223)** This course presents an overview of the main political, historical, cultural, religious, and socio-economic developments in the Central and Eastern parts of Europe from the Middle Ages to the 21st century. Topics discussed may include the concept of 'Three Europes', religious identities and cleavages, the legacy of empires and interwar nation-states, the impact of two totalitarian regimes on the region, the collapse of the Soviet Union, the end of communism and transition to democracy, the war in Ukraine and relations with NATO, the EU and other countries.

### **POLSC 356 Might and Right Among Nations**

**(Pre-requisite: Junior Standing)** An interdisciplinary course at the intersection of political theory and international relations, which examines justice among nations, focusing on the relationship between justice and necessity in the work of ancient, modern, and contemporary authors. Explores the question of whether international justice is genuine or largely spurious, the extent to which nations are bound to consider the good of other nations, to what extent it is reasonable to expect them to do so, as well as the prospects for a just international order. Overall, the class creates a running dialogue between various thinkers' views on the proper relationship between justice, advantage, and necessity in international affairs, using Thucydides' History of the Peloponnesian War as a touchstone for scrutinizing the moral bases of war and peace.

### **POLSC 357 Italy and the Middle East**

**(Prerequisite: Junior Standing)** This course will cover the beginnings of this interaction from the rise of Islam as a faith to Italy's involvement in the 2011 Libyan war and introduce the students to varying themes that characterize this interaction. This course will transcend wide expanses of time and geographic boundaries. We will cover the study of Muslim societies in Italy ranging from Medieval Muslim communities in Sicily and then jump to the North African Muslim communities of the 20th century. It will examine Italian excursions in the Middle East from the Crusades to the Italian experience in Libya in 1911. It will deal with the Middle Eastern commodities Italy imported from this region, ranging from sugar in the 13th century to oil in the 20th century. To sum up, this course focuses not only on diplomatic and political history, but on the circulation of ideas, the interaction between societies, and how trade and art forms created links between the Middle East and the Italian peninsula from the early Islamic era to the 21st century.

### **POLSC 358 Politics of Enchantment**

The purpose of this course is to demonstrate that without reflecting on the imagination, emotions and desires of political actors (leaders and citizens), it is not possible to understand today's world. While they have always been present throughout the history of politics, the role of feelings and fantasies, myths and charismatic authority has become even more crucial and visible in the twenty-first century. The course aims to investigate how extra-rational factors shape political decision-making and public responses through psychoanalytic and anthropological theories. Its interdisciplinary approach offers students the opportunity to better understand the deeper causes of the rise (or return) of nationalism, populism, authoritarianism and radicalization.

### **POLSC 359 History and Politics of Modern Iran**

**(Pre-requisites: POLSC 209, POLSC 223 or Junior Standing)** This course will examine the history and the domestic and the foreign politics of modern Iran, highlighting its strategic role in the Middle East. It will analyse the institutional structure of the Islamic Republic, emphasizing how this political system can be classified as peculiar hybrid regime, and the role of Iranian civil society, particularly the youth and the women. Through critical analysis of the core texts and common explanatory theories (modernization theory, hybrid regimes theory, neoclassical realist theory), the course

aims to examine Iran both before and after the 1979 Revolution to provide students with a multidisciplinary international relations perspective and a domestic political science approach.

### **POLSC 361 Globalization and Democracy**

**(Prerequisite: POLSC 209)** “Globalization” is perhaps the keyword of our time. It signifies a multifaceted development that also has major implications for world politics and democratic nation-states. From a theoretical, normative and empirical perspective, the course examines the complex relationship between globalization and democracy. Does globalization help generate democracy, and if so, under what conditions? What are the causal mechanisms shaping the relationship between globalization and democracy? How can democratic institutions, claims, rules and rights be preserved or renewed in a “partially globalized world” (Robert Keohane)? The course will explore these questions and related controversies by turning to leading contemporary scholars of international relations and international relations theory. Special attention will be paid to institutions and agents of political globalization as well as factors engendering or undermining democratization on the national and global level.

### **POLSC 363 The History and Politics of Northern Ireland**

**(Prerequisites: Junior Standing, POLSC 209)** Understanding the case of Northern Ireland is essential for any student of political science and history because it not only provides an object lesson in partition, conflict, management, and peace building that is applicable to other contexts, but it also underlines, through Brexit, how much care the local and international community must take in maintaining a fragile peace. This course situates Northern Ireland in the frames of Ireland, the United Kingdom, and Europe, providing students with a study of how formal politics, street politics, and paramilitarism have combined to write the history of a disputed territory characterized by ethno-sectarian conflict. The course will interrogate the prevailing “anti-imperialist” and “religious war” narrative by adding other lenses through which to view the conflict such as class, gender, culture, and the international influence of rights-based movements, reconciliation efforts, and Brexit. Students will also examine the political evolution of Northern Ireland from a comparative point of view to provide a broader context to the understanding of politics in other disputed territories throughout the world.

### **POLSC 385 Global Public Management**

**(Pre-requisites: POLSC 212 or Permission of the Instructor)** This course examines how governments worldwide design, manage, and reform public sector systems to deliver value for citizens. It explores the evolution of global public management reforms, contrasting different governance models and evaluating how fiscal, political, and institutional factors shape performance. Students will engage with theory, comparative practices, and applied public financial management tools on real-world cases.

### **POLSC 366 International Environmental Politics**

**(Prerequisite: One introductory level Political Science course)** This course examines public policy challenges in addressing international environmental protection. Students will examine such issues as climate change, sustainable development, protection of biodiversity/ecosystems/species, resource extraction and energy, which involve conflicting value systems enmeshed in complex power relationships. This course draws students' attention to issues of scale, interconnectedness, boundaries, and the importance of creating solutions that are workable across and between jurisdictions. Students will engage these global challenges in order to develop the knowledge, and the problem solving and communications skills, to facilitate environmental policy work in the international arena.

### **POLSC 367 Global Politics and Sports**

This upper-level course will introduce students to the interactions between global politics and the world of sports. It provides an introduction to central issues, institutions, and conflicts of modern global politics through the lens of globalized sports. It addresses the role of the latter in international relations, global, and domestic politics. The class explores how sports, politics and culture influence and permeate each other in a "partially globalized world" (Robert Keohane). 258 Issues include sports as a factor in the political sociology of modernity and globalization; global sports and institutions of global governance; global sport events as soft power tools of international diplomacy; global sports, local conflicts, and human rights; global sports and the global public sphere; sports and the politics of national and cosmopolitan identity; global sports, race, and gender; the international political economy of sports; sports in different political systems; global policy-making and global sports policy.

### **POLSC 372 International Diplomacy and the United Nations**

**(Prerequisite: Junior Standing)** This course explores the new role of international and multilateral diplomacy in a globalized world. This course will familiarize students with the real "architecture" of international society, which is more liquid and vertical than that suggested by the United Nations Charter, and the reason why the UN is so difficult to reform. Special attention will be also given to the analysis of the role of international diplomacy in facing the transnational threats and challenges of the twenty-first century.

### **POLSC 373 The Theory and Practice of Diplomacy**

This course examines the way that diplomacy is actually conducted, in light of the leading realist and idealist theories of it. It will analyze the changing agenda of diplomacy and the implications for diplomatic methods, skills, and actors; assess the problems of coordinating diplomacy within and among governments; discuss the influence of democratic government on the content and conduct of diplomacy; and describe the craft of diplomacy.

### **POLSC 380 Advanced Perspectives on World Politics**

**(Prerequisite: POLSC 209)** This course provides an opportunity for students to go beyond the introductory level study of international relations and global politics, and to grapple directly with the major authors in the field of world politics and global political theory. The course addresses advanced IR work on world politics, concepts and issues such as: global order, global governance, democratic peace theory, sovereign equality, international power & security, soft power, totalitarianism, crimes against humanity, hegemony, world systems, human rights, failing states and state-building, and global democracy. Major thinkers and approaches of modern and contemporary international and global political theory will be discussed, as well as the models, controversies, and methodologies they represent.

### **POLSC 398 Internship: Political Science Field**

**(Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Political Science obtained through the Career Services Center)** The For Credit (FC) Internship course combines academic learning with a short-term (part-time with a minimum of 150 hours) internship. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships are unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include attending the internship class which will be scheduled for 20 in-class hours over the semester or summer session, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. During the Fall and Spring semesters the course will begin the 3rd week of classes; in Summer it begins the 1st week of classes and ends at end of the Summer II Mini session. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

### **POLSC 399 Special Topics in Political Science**

**(Prerequisite: Junior Standing)** An in-depth treatment of a current area of special concern in the field of Political Science. Topics may vary. May be taken more than once for credit with different topics.

### **POLSC 429 Seminar on Religion and Global Politics**

This advanced seminar examines why and how religion influences global politics, and how religion and politics ought to influence each other in different democratic societies. The seminar is interdisciplinary, addressing these questions from the perspectives of normative political theory, empirical political science and law. The empirical part of the seminar will address concerns about how, why and where individuals are religious across the globe, and in what ways their religious ideas and identities influence their political decisions and behaviors. The theoretical part of the course will focus on contemporary debates over the freedom and tolerance of religion and the engagements of religions in

political dialogue. In the legal part, we will examine the major questions posed by legal rights of religious freedom (including both freedom of religion and freedom from religion): the origins and scope of these rights, the problems in defining them, and the values with which they can conflict. This course is designed for advanced undergraduates majoring in political science, philosophy or a related field.

### **POLSC 430 Revolutionary Politics and the Modern World**

**(Prerequisites: Senior standing or permission of the instructor)** Political revolutions made the modern world, but their importance has been often forgotten and their proper meaning is now difficult to establish. Ranging from politics and economics, to technology, society and science, revolutionary transformations have created new ways of living and new human beings and societies. This advanced, writing-focused course will examine revolutions as political phenomena, as a specific range of the human experience of politics. It will use a conceptual, multidisciplinary and non-normative approach to the study of revolutionary politics and their impact on the modern world, exploring the complexities, debates and limits to the pursuit of scientific objectivity. The course is designed for advanced undergraduates from any of the political, social and human sciences with an interest in political revolutions and the historical, cultural, philosophical and anthropological constitution of the contemporary world.

### **POLSC 440 Euroscepticism and the Future of the EU**

**(Prerequisites: Junior standing or permission of the instructor)** A Eurosceptic refers to someone who opposes the powers of the European Union (EU). The change in 1992 from European Community to European Union, and the commitment towards 'ever-closer union among the peoples of Europe', included in the Preamble of the Treaty of Rome, politicized European integration and led to increased levels of contestation across the Member States. Thirty years later, following the UK's departure from the EU, Euroscepticism has become a key ingredient of the 'populist toolkit', as right-wing populist leaders reassert national sovereignty and left-wing populists rally against the perceived neo-liberal direction of European integration. With a focus on political parties, public opinion, civil society actors, the role of the media and transnational developments, the course explores opposition towards European integration from geo-political, economic and cultural perspectives.

### **POLSC 450 Modern Warfare and Interventions**

**(Prerequisites: Senior standing or permission of the instructor; recommended: POLSC 321)** This course introduces students to modern warfare and interventions through an intensive writing seminar that centres on the practices, discourses and technologies that shape 21st century international security. It focuses on the shift from large-scale peacebuilding of the 1990s and early 2000s, to post-liberal interventions from mid-2000 onward, including 'light footprint' warfare, stabilization, complexity, hybrid warfare, resilience, and remote warfare. It explores changing intervention and warfare practices, different types of actors, and effects on local conflicts, regional security and international orders. The course engages with International Relations theory, peace and conflict studies, international political sociology and critical geopolitics, and furnishes an advanced understanding of global-local relations as they unfold in international security.

### **POLSC 460 Social Science Research Methods**

**(Prerequisite: Junior Standing)** This course presents an introduction to research methods commonly used by political and other social scientists. The course covers the logic of the scientific method, including literature reviews, research design, surveys and experiments, as well as the use of statistical data. Students will hand in a thesis proposal, an outline of their senior thesis topic, and their choice of first and second readers as an exit requirement.

### **POLSC 470 International Affairs Senior Seminar**

**(Prerequisite: Senior Standing or permission of the instructor)** This course exposes students to major examples of current, ground-breaking and policy-relevant political research in the field of international affairs and world politics. The course is designed to help students to synthesize the skills and substantive knowledge of their major and apply it to current issues of the practice of world politics or to significant research problems. Students will learn to organize and produce work that could be presented to governments, international governmental and non-governmental organizations, research institutes, media outlets or global firms. Students will be required to make oral presentations, employing methods of international affairs, and display familiarity with the use of qualitative and quantitative data. Students will also engage in a research project of their own, write policy briefs, and present their work.

### **POLSC 480 Senior Thesis**

**(Prerequisite: Senior standing; a 3.5 CUM GPA; and POLSC 208 or STATS 208 or PLSO 260)** Thesis supervision for Political Science and International Affairs majors in their final year. Students select their research topics in consultation with their thesis advisor.

### **PLBU 325 NGO Consulting Lab**

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

### **PLCS 362 Computational Methods for Social Science**

Computational social science is an interdisciplinary field that combines computer science and information technology methods with theories and concepts from the social sciences to analyze and understand social phenomena. It uses computational methods like spatial and text analysis to collect, process, and analyze datasets from various sources, such as social media, surveys, and government databases. The tools that students learn in this course have wide applicability to geography, sociology, public policy,

economics, and political science. Computational social science aims to use these methods to understand social behavior and social systems better and predict future social phenomena. This course helps students develop foundational skills in spatial and text analysis and an awareness of advanced methodologies in social sciences.

### **PLEC 360 The Political Economy of Globalization**

**(Prerequisite: Junior Standing; Recommended: ECON 201, ECON 202)** The course introduces students to International Political Economy (IPE), the branch of international relations studying the interdependencies between politics, economics, and society on the world stage. The course critically examines the major theoretical perspectives (i.e. Mercantilism, Liberalism, and Marxism), and the major subject areas of IPE: global trade, international monetary relations, debt and financial crises, and three largest international financial institutions (the WTO, the IMF, and the World Bank). The course will also address such topics as: the increasing relevance of India and China, the changing trends of global investment flows, and the role of the Middle East for oil production and democratization movements, and global criminal activity.

### **PLGD 375 Politics of Gender**

**(Prerequisite: POLSC 209)** This course explores the ways in which the social and cultural constructions of gender influence the nature and practice of political life. The course revolves around two themes – exclusion and empowerment – and examines the practices, policies and structures that exclude different genders, as well as the strategies and repertoires of different gendered communities to protect their rights and interests and promote equality. The course is organized around a variety of topics, blending issues of exclusion and empowerment. The course begins by laying out debates surrounding gender and key themes used to examine the topic in psychology, biology, sociology and economics. We then move to examine specific synergies between gender and politics, exploring the issues of political representation, political participation, public policy, the body politic, the political economy, development, violence, rights, political mobilization and trans-national issues. Using case studies, as well as lessons from practitioners, the course surveys a variety of issues and debates related to gender and politics.

### **PLLW 230 Human Rights**

This course focuses on understanding what human rights are and what are the challenges to their realization. Students will examine what specific protections ought to be granted to vulnerable groups, like women, children, stateless persons, refugees, asylum seekers, and internally displaced persons. The special challenges related to the protection of human rights in an age of globalization, and the challenges to human rights protection posed by terrorism and its consequences are also analyzed. An interdisciplinary approach will be used to examine different cases and understand the main human rights issues at stake.

### **PLLW 320 Public International Law**

This course examines the basic concepts of public international law, to enable students to critically evaluate the interplay between legal claims and power relations. Starting with a

theoretical overview of the character, development and sources of international law, the course examines such law-generating and law-implementing institutions as the United Nations, international arbitration and adjudication, international criminal tribunals, national systems and regional organizations. Such substantive areas as the law of war (the use of force and humanitarian law), international criminal law, human rights, and environmental law will be given special attention.

### **PLLW 323 International Migration**

**(Prerequisite: Junior Standing)** After a brief historical overview of migratory movements before and after 1945, the course focuses on providing definitions of relevant terms, including inter alia the ones of “economic migrant” and “forced migrant”, “asylum seeker” and “refugee”, “human trafficking victim” and “smuggled migrant”. The existence of international legal standards guaranteeing special forms of treatment for some categories of migrants (and the consequent lack for others) is discussed and the human rights associated with such statuses are analysed. Special attention is also placed on understanding the vulnerabilities of people on the move and the legal and political challenges of addressing them. Finally, the impact of international migration on the economic and social development of sending and receiving countries, including the benefits of remittances on countries of origin, integration challenges in host States, the link between the brain drain and the brain gain and the phenomenon of circular migration are studied.

### **PLLW 325 Human Trafficking and Contemporary Slavery**

**(Prerequisite: Junior Standing)** The course introduces students to the hidden phenomena of contemporary forms of slavery and human trafficking, relying on international legal definitions - including among others those of slavery, practices similar to slavery, forced labour, the worst forms of child labour and human trafficking - to better understand and assess the international action against these forms of exploitation. A brief comparison between slavery of the past and its contemporary manifestations, as well as an analysis of relevant contemporary forms of exploitation - including chattel slavery and religious slavery, debt bondage, the sexual exploitation of children in travel and tourism and exploitation in some global supply chains - follows. The differences between human trafficking and the smuggling of migrants emerging from the imperfect international legal architecture founded on the two Protocols on Trafficking in Persons, in particular Women and Children and the Smuggling of Migrants annexed to the 2000 Convention against Transnational Organized Crime are also spelled out. Finally, the course focuses on understanding what ought to be done to fight against contemporary forms of slavery and human trafficking.

### **PLLW 327 The Politics of International Criminal Law**

**(Recommended: PLLW 320)** This course provides a critical examination of the principles and institutions of International Criminal Law (ICL), which aims to hold individuals accountable for the crime of aggression, genocide, war crimes and crimes against humanity. To critically assess ICL's effectiveness and contribution to international

peace and justice, we study its development in the 20th century, and look closely at the workings of the International Criminal Court, other special courts and alternative approaches to transitional justice today.

### **PLLW 335 The Policy, Politics and Law of Artificial Intelligence (AI)**

**(POLSC 209 or permission of the instructor)** This course explores selected topics in the law, policy, and politics of artificial intelligence (AI). It begins with a historical understanding of the development of information technologies and computer sciences that lay the foundation for neural networks, advanced algorithms, and the digitization of data. Using a four-factor approach: law, market, social norms, and technology, students explore the global landscape and its implications for situating AI international regulatory and the US regulatory law, information policy, intellectual property, environmental law and sustainability, the First Amendment of the U.S. Constitution and content management, anti-trust and corporation law, and cybersecurity.

### **PLLW 338 The Policy, Politics and Law of Cybersecurity**

This course explores selected topics in the policy, politics, and law of cybersecurity. Of specific interest will be a historical understanding of the development of the internet and how that history laid the foundation for insecurity of products and internet users' experience. Using a four-factor approach: law, market, social norms, and technology, students explore the domestic U.S. social and political development of the internet as well as the global landscape and its implications for international law.

### **PLLAW 350 Human Rights and Business**

**(PLLW 230 and/or PLLW 320 recommended)** This course introduces students to the field of business and human rights (BHR), including the risks and opportunities multinational corporations (MNCs) face throughout their operations and supply chains with regard to key human rights and labour rights. The course will look at the main sources of international law (such as United Nations Covenants and International Labour Organizations' Conventions) for these rights, as well as voluntary principles, standards and upcoming legislation setting out the expectation for MNCs to respect human rights. Several practical case studies will be presented and analysed throughout the course to allow students to learn how to identify when and how human rights are abused by MNCs – and how these abuses can be mitigated or remedied.

### **PLLW 355 International Children's Rights**

**(PLLW 230 and/or PLLW 320 recommended)** This course offers a comprehensive examination of children's rights, focusing on their birth, and development and on the legal frameworks that promote them at the international level. Students explore the historical, political and legal dimensions of children's rights, with particular attention to key international conventions and treaties. The course addresses significant issues such as child protection, violence against children, childhood in the digital age, child labor, inter-country adoptions, child sexual exploitation and educational rights. The course provides students with the tools to critically assess and engage with policies and legal practices affecting children and their rights.

### **PLLW 342 Politics and Law of Space Activities**

This course provides a comprehensive account of the past, present and future of space activities, with a focus on the interrelation between national space strategies, geopolitical developments, and regulatory solutions. In the framework of the course, students will gain knowledge on the periodical shifts from competition (e.g. Moon race) to cooperation (e.g. International Space Station) among the USA, Russia (then USSR), China and other spacefaring States. These shifts in policies and the changing environment of space actors, including space companies, are examined in connection with the evolution and current analysis of space law. The course also examines current debated issues, which are part of the agenda of all the main spacefaring States, such as: the colonization of the Moon; the sustainable use of outer space, in particular by private actors; the militarization and weaponization of outer space; the use of data from satellites.

### **PLLW 360 Comparative Legal Systems**

This course provides an introduction to comparative law, exploring the methodology of comparative legal research, its objectives, and the key characteristics of two of the most prominent legal systems: civil law and common law. Throughout the course, students acquire a critical understanding of the similarities and differences among various legal frameworks, such as the western legal family (including the French, German and Italian legal systems), the anglo-american legal family, and the religious legal system, fostering an interdisciplinary approach to addressing legal challenges in global contexts.

### **PLLW 361 European Union Law**

**(Prerequisite: Junior Standing)** This course examines the European Union (EU) legal system, focusing in particular on its institutional structure, on the sources of EU law and on its lawmaking process. The general principles of EU law – including the protection of fundamental rights, proportionality and subsidiarity - and the doctrines of supremacy and direct effect are studied. Specific areas of EU law, including the functioning of the internal market, the citizenship of the Union, the external relations of the EU and the common foreign and security policy (CFSP), the Economic and Monetary Union (EMU) and EU criminal law are analyzed. Finally, the enforcement of EU law is specifically taken into consideration.

### **PLLW 362 Comparative Religious Law**

This course is focused on law and religion, and how religion shapes institutions and private life in societies. Nations have developed throughout centuries their own legal frameworks that govern religion, and religion is increasingly central in political and constitutional debates. The course investigates legal traditions from a religious perspective with a particular attention to Christian Legal Systems, Jewish Law (Halakha), Islamic Law (Sharia), and selected Eastern traditions such as Hindu and Buddhist normative systems. The course also analyzes how legal systems have developed models of structured cooperation between state institutions and religious communities. The course will begin by investigating models of structured cooperation between State institutions and religious communities, as well as how legal systems are regulated within a society. By considering selected contemporary constitutional models, and human rights

frameworks concerning religious freedom and issues of discrimination, the students will be able to gain an introductory comparative view on these fundamental topics.

### **PLLW 365 Child Soldiers**

This course focuses on the ‘child soldier,’ namely, persons under the age of 18 who are associated with armed forces (national armies) and armed groups (rebel or terrorist organizations). Children have been enmeshed in armed conflict throughout all of human history. Today, roughly 250,000 children ‘soldier’ world-wide and their experiences differ widely. Child soldiering occurs on every continent. In recent decades, the use of children in armed conflict has moved from a matter of military ethics to a subject regulated by international law. This course identifies the ways in which children have become militarized through time and sets out contemporary hotspots. The course instructs on the international law, best practices, and rehabilitation models that currently address child soldiering. The course then questions current practices so as to improve them. This means that the course presents a critical eye that reveals important and tough questions about the agency of children and youth, the realities of girl soldiers, the prevalence of youth volunteerism, assumptions (often Westernized) of childhood and coming of age, how best to deter child soldiering, and how to develop robust frameworks of juvenile rights in cross-cultural contexts. The course concludes by examining the justice needs of child soldiers and of those - including other children - who they may have harmed.

### **PLLW 368 Intellectual Property Theory and Law**

This course examines key concepts of intellectual property rights and their philosophical foundations. Students will explore different theories of property as put forward by Plato, Aristotle, Aquinas, Hobbes, and Locke, and interpret US, UK, and EU judicial opinions on patent, copyright, trademark, and trade secret rights.

### **PLLW 420 Advanced Topics in International Law: Human Trafficking, Forced Labor and Slavery**

**(Prerequisite: Senior standing or permission of the instructor; recommended: PLLW 320 International Law)** This course offers students the chance to explore selected areas of international and/or comparative law. Working in a seminar format, the professor will guide advanced students in examining complex international and national legal issues through comparative legal and political analysis: using multiple sources of law in order to understand any hierarchy existing among them, to discern the legal arguments presented in the jurisprudence of national and international courts and the different power relations that they may express, entrench or subvert. Students’ common exploration of a single issue will be deepened by their individual work on a final research paper on a related legal topic of their choice.

### **PLLW 428 Religious Freedom in a Comparative Perspective**

**(Prerequisite: Junior Standing; Recommended: POLSC 210)** This advanced seminar in comparative constitutional and human rights law explores the major legal and political questions posed by religious freedom rights. Students will enter into the debate over what

is religious freedom in general, what is the proper place of religion (as a source of values, authority or social glue) in democratic societies, and what is its relationship to other important values, like gender equality and public health. We will focus on more specific conflicts over the formal relationship between religious and state authorities, the allocation of public wealth to religious communities, the place of religious symbols in the public sphere, state support for religious education, exemptions from general legal requirements for religious claims, traditional religious communities' identity claims and expressive rights.

### **PLPH 213 Greek and Roman Political Philosophy**

This introductory, writing focused course offers students a philosophical encounter with the central ideas and arguments of Greek and Roman political philosophy. Through a reading of ancient texts in English translation – such as Plato's Republic, Aristotle's Politics, and Cicero's Republic – students will scrutinize the major debates of Greek and Roman thought, including those about justice, the city, the regime, and the responsibilities of citizenship. The distinctive nature of classical thought – such as its insistence on the unity of ethics and politics, the importance of metaphysics for politics, the manner in which Socratic philosophy emerges from common opinion, and the idea of philosophy as a way of life – will be examined. While the aim of the course is to engage with the primary works of Classical thought, secondary literature will be assigned to illuminate historical context or wider themes, including the influence of the classical legacy on contemporary politics and political theory – for instance, on modern political forms, such as democracy, tyranny, republicanism, and the mixed constitution.

### **PLSO 260 Introduction to Social Science Research Methodology**

**(Prerequisites: Sophomore status or permission of the instructor)** This hands-on course introduces students to the practice of designing and carrying out their own research projects in the social sciences. Using real-life exercises and examples, it addresses how to develop sound and manageable research questions, write literature reviews, define concepts, make appropriate methodological choices, and apply them in practice. Students learn to read, present and analyze social science data and write up original research findings according to the conventions of the field. They practice how to critically review existing scholarship and apply the same rigor to their own writing. The importance of carrying out ethical and reflexive research is emphasized throughout the course.

### **PLMG 377 Global and Italian Tourism Systems**

The course will offer students an opportunity to explore the development of global tourism in its historical and contemporary aspects with a particular focus on Italy and Rome. By engaging with readings from the disciplines of history, politics and public policy, geography, literature, business, economics, tourism, and urban planning, the course will develop an understanding of the complexities, possibilities, problems, and contradictions of the world's largest industry. This course is not only a survey but will introduce students to the theory and practice of mixed methods research in tourism to understand global tourism studies, including debates on tourism politics and policy, mass and overtourism, mega events, as well as urban, rural, and regenerative tourism.



## **SOCIAL SCIENCE**

### **ANTHR 221 Introduction to Cultural Anthropology**

This course introduces students to the analysis and interpretation of cultures in a comparative perspective. The main topics of the course include the temporal and spatial forms of society; the social organization of symbols; the family as a symbolic structure; religion, sacrifice and myth; the anthropology of the city; the interplay between nature and culture, gender and sexuality in different cultures; the concepts of ethnicity; and regional, religious and linguistic subcultures.

### **ANTHR 299 Special Topics in Anthropology**

This course examines the spectrum of ways that culture impacts global social and political dynamics. Utilizing an anthropological methodological framework, students will study the effects of cultural difference – and human social and biological development – on global phenomena as human rights law, armed conflict, economic inequality, international cooperation, and diplomacy. The field of anthropology encompasses the analysis of power, economic relations, and legal structures, but also symbolic, gendered, familial, spiritual, and ideological dimensions, that combined can be a powerful aid for understanding topics of current global affairs. The goal of the course is threefold: 1) to instill a sense of appreciation for cultural diversity, 2) to impart an understanding of how anthropological methods may be applied to the study of politics and international relations, and 3) to give students an introductory review of the major ideological frameworks that have shaped thought processes regarding relations between peoples, their politics, and the community of nations.

## **SOCIOLOGY**

### **SOCIO 202 Introduction to Sociology**

This course will introduce students to the basic concepts and practices of the study of society. Students will learn central ideas such as socialization, culture, stratification, institutions, work organization, gender, ethnicity, race and globalization. They will also learn about how sociologists practice their craft reading about studies of current social issues - inequality, changes in family life, social movements and others - and by carrying out small scale out-of-class research assignments.

### **SOCIO 205 Sociology of Religion**

This course concerns the role of religion in society: as a source of common values (Durkheim); of social change and the origins of modern capitalism (Weber); as social control and social rebellion (Marx); its relation to other narratives and ways of seeing the world such as mythologies, modernity, rationalism and secularism; and its role in the construction of nationality, class, race, ethnicity, and gender. We will study the classic definitions and theoretical perspectives in sociology of religion. We will look at mainstream religions, the relative importance of churches, sects and cults, the challenge of fundamentalisms of all types, the importance of evangelicalism in the United States and the recent challenge to it of the "new atheists", the thesis of secular society and modernization, and complex issues related to the growing importance of Islam around the world.

### **SOCIO 206 Sociology of Violence**

In this course students will conduct an in-depth exploration of a dark, complex, and multifaceted social and individual reality: violence. With the aid of readings, presentations and media excerpts, students will be able to map the field(s) and the definition(s) of violence. This course also encompasses the study of the major theoretical perspectives on violence as well as a discussion of the role media might have in fostering aggressive behavior in society. Additionally, specific forms of violence, such as racial violence, school violence, and domestic violence, will be analyzed.

### **SOCIO 251 Sociology of Mass Communication**

This course explores theories of mass communication and the impact of mass media on culture. Topics include the lexicon of communication, the transition from a unidirectional flow of information to the interactive model, the "connectivity" of media on the global society, identity in the age of internet, the pragmatics of communication, the mechanisms of manipulation of media on political consent and consumer behavior, and mass media as the "master symbol" of our time.

### **SOCIO 299 Special Topics in Social Sciences**

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

### **SOCIO 303 Sociology of Race and Ethnicity**

**(Prerequisite: SOCIO 202)** This course explores how race and ethnicity are not fixed categories but living social constructs shaped by power, history, and everyday experience. With a focus on both U.S. and global perspectives, the course connects theory to the world students inhabit today, where questions of racial justice, migration, and racial/ethnic identity are at the forefront of public debate. By the end of the course, students will be equipped with the critical tools to analyze and engage with forces shaping race and ethnicity in contemporary society.

### **SOCIO 335 Social Justice Activism**

**(Prerequisite: SOCIO 202)** This course explores the foundations of intentional social justice activism through three key lenses: meaning-making, methods, and measurement. Students will examine how activist communities define shared values such as justice and wellbeing, how those values are operationalized into strategic methods of action, and how impact is assessed, critiqued, and communicated. Drawing on frameworks from sociology, cultural studies, NGO and philanthropy sectors, students will explore both theory and practice in shaping social transformation.

### **SOBU 302 Sociology of Work and Organizations**

This course will provide an overview of the ways in which sociology can help us understand the role of work and business in people's lives and in modern societies. Work and the business world—how they are organized and experienced—reflect cultural norms and also shape culture as a primary agent of socialization, setting standards for gender roles, leadership styles, power dynamics, and race- or ethnicity-based discrimination and equity. HR professionals, managers, business leaders and marketing professionals can benefit greatly from sociological insights about the personal dynamics of business environments; how marketing and advertisement harnesses sociological research; the power of corporations to influence cultural norms, attitudes, and behaviors; and how workplace technologies and social dynamics are always adapting to evolving social norms and pressures.

### **SOEC 390 Economic Anthropology**

**(Pre-requisites: Junior Standing)** Economic anthropology focuses on the social contexts and dynamics within which goods and services are produced and consumed. It explores how cultural and local factors play into the way communities and individuals organize their economic activities and strategies. The course introduces students to theories and methods of contemporary economic anthropology. They are then guided in carrying out an independent fieldwork project to study how economic and business actors operate in real-life settings. The course is organized as a seminar, in which students discuss seminal and recent ethnographic case-studies, exploring how economic decisions are often entangled with social, cultural, and political concerns. Classes alternate between training students in the practical methods of ethnographic and qualitative research, and discussing core themes of economic anthropology. These include the importance of gift-giving and reciprocity, moral economies and the allocation of non-material value, kinship and community decision-making, social movements campaigning for economic and

environmental justice, informal and “ethnic” economies. At the same time, students carry out their own research projects, applying the concepts and methods learned to their chosen economic case-study.

### **SOGD 309 Men and Masculinities**

This course explores the socially constructed meaning of masculinity and how male experiences are gendered. Much like other gendered identities, masculinity is not monolithic but rather plural and influenced by race, ethnicity, class, nationality, sexuality, disability and subcultures. Therefore, this course will outline some of the ways in which masculinities are socially produced and enforced, and personally embodied and lived by “men” in different contexts. In light of the fact that masculinities do not exist in isolation from other gendered identities, the course will also dwell on the interplay between masculinities, femininities, non-binary gendered identities, and how these influence each other. The course is interdisciplinary within the context of the social sciences. Class material will also include references to pop cultural texts and audiovisual material.

### **SOGD 310 Gender, Culture, and Urban Spaces**

**(Prerequisites: Junior Standing)** This course examines how city spaces, social relations and urban cultural production are shaped by gendered power dynamics, using a feminist intersectional lens and exploring key terms in gender studies. On the one hand, the course looks at how gender is constructed in cities, creating exclusionary spaces through design, policy and institutions. On the other side, it explores how social groups resist and engage in practices of liberation from gendered power dynamics, reclaiming urban space through the production of cultural forms and diverse social relations. While critically exploring such dynamics, the course also aims to provide students with tools for re-imagining and shaping a more just and equitable urban environment. The course includes hands-on research through field observation and visits in Rome together with examples from a wide range of other geographical locations.

### **SOIS 220 Italian Food Culture**

Italy’s deep-rooted network of local food knowledge is an excellent example for students to understand what food culture is, how food scenarios changed with industrialization, and how they are evolving further today. This course presents students with the basic tools necessary for better understanding Italian food culture. Its broad perspective encompasses traditional farming and processing techniques, the industrial and global food economy and changing consumption habits. Its anthropological approach draws from classical and modern writing. Italy is world- famous for its produce diversity and vibrant peasant traditions. By exploring the complex set of influences forming the Italian food culture, students will acquire an analytical approach enabling them to read through the other “foodscapes” that they encounter in their home country or abroad, and eventually choose, value and embrace career paths into the food sector. Even apparently simple, everyday food staples contain layers of significance connecting to the following topics: the peculiar man-nature relationship needed for their production; preserving and cooking techniques; the influences from foreign cooking philosophies and/or crops; the pressure of the global market; and the type of socialization involved during the meal.

### **SOIS 225 Sociology of Southern Italy**

This course will examine the Italian Mezzogiorno starting with this paradox – the reality of a society often engaged in rapid social change but one where change itself often appears impossible. We will look at the modern history of the region briefly, moving on to major themes and questions concerning how the Italian South has developed since the Unification of Italy and especially in recent decades. Issues to be studied include underdevelopment, modernization, social capital and civic spirit or the lack of it, the argument that the South is characterized by “amoral community”, the whys and hows of the great emigration of the last century, the land reforms after World War II, the attempt to overcome the region’s underdevelopment with the Fund for the Mezzogiorno, the issue of clientelist and corrupt politics, organized crime including the Sicilian Mafia, the Neapolitan Camorra, and the Calabrian ‘Ndrangheta, the anti-Mafia movement, the current crisis of waste removal in Naples and its causes, the changing role of women in Southern society and others.

### **SOIS 226 Rome: Modern City**

**(On-site)** This on-site course, which will be conducted in English, aims to introduce students to a sociological analysis of contemporary Rome. It focuses on the changes which are occurring in the city’s populations, its neighborhoods and patterns of daily life and commerce, and challenges conventional images of what it is to be a Roman today. On-site classes will be held in a variety of neighborhoods in the city in order to analyze the area’s role as a social entity and its relationship with the wider urban context. We will examine the issues and problems facing Rome today, such as housing, degradation and renewal, environmental questions, transportation, multiculturalism, wealth and poverty, social conflict and political identities. These issues will be contextualized within theories of urban sociology and also within an explanation of Rome’s urban development over the centuries and, in particular, since it became the national capital in 1870. Through readings, film clips, interviews and guest speakers, students will also analyze the way the city is narrated by some of its residents.

### **SOIS 250 Contemporary Italian Society**

This course introduces students to the complexities of contemporary Italian society, taking a primarily ‘bottom-up’ social science approach by examining a wide variety of contexts and exploring the ways in which Italians express, negotiate and transform their cultural and social identities. By drawing on a growing body of anthropological and sociological research, it provides students with the tools to question rigid and dated assumptions about Italian social life and enables them to analyze its multifaceted, dynamic and often contradictory forms and practices, focusing primarily on the last two decades. Students are first introduced to key theoretical and methodological approaches in the sociological and anthropological study of contemporary Italy. We then examine local identities in urban contexts, how families and gender roles are transforming, and the pressures produced by the current economic crisis, as well as exploring why increasing numbers of Italians are returning to rural livelihoods. Next, we discuss life in the Italian work- place and the effects that de-industrialization, technological development and precarious work contracts are having on professional and class identities. We analyze the

rising appeal of populist and 'anti-political' discourses and figures and then focus on how Italy's strong civic movements are struggling to improve social life 'from below'. Among the issues tackled are ones traditionally relegated to the private domain, such as disabilities and sexual identities. Lastly, we examine how migration is changing social and cultural life as the country becomes increasingly multiethnic, how religious (and secular) identities are expressed, and the effects that Italy's dramatic brain-drain is having within the country.

### **SOIS 299 Special Topics in Social Sciences and Italian Studies**

#### **SOIS 380 Researching Rome: Fieldwork in the City of Rome**

This course guides students interested in executing an independent fieldwork project in the city of Rome. As a unique global city, Rome's contemporary social, economic and political realities provide a fascinating context for observing and analyzing the production of culture, social and political change, and practices of everyday life. This seminar-style course guides students through the four main phases of their independent research project, helping them to: a) select a manageable and realistic case-study for their research, b) identify and interpret relevant theoretical and empirical literature, c) choose the most appropriate techniques of fieldwork observation, data collection and recording, and apply them in a rigorous, ethical and reflexive manner in the city of Rome, d) create a sophisticated written and visual report of their research findings and conclusions. Students will present their final projects to the JCU community during the last week of the semester. In addition to each student's independent project, the class visits a number of Roman neighborhoods to apply theories and observation techniques learned throughout the course.

#### **SONS 260 Introduction to Public Health: Addressing Health Disparities and Social Challenges**

This is an interdisciplinary course which provides a foundation for understanding the exciting and multifaceted field of Public Health. The COVID-19 pandemic has raised awareness around the globe of the importance and the complexities of managing public health. This field brings together the natural and social sciences in identifying the multiple causes and consequences of ill-health and in finding culturally sensitive and community-based approaches to protecting health and improving access to care. We will use an ecological approach to understanding important public health problems. We will also consider cultural differences in approaches to Public Health, depending upon location, cultural norms, etc. The course first outlines the historical and social background to the study of Public Health. Students explore its controversies and debate the responsibilities of government in managing this field. They are then introduced to the scientific method of epidemiology. Through the course, students identify the many factors that contribute to health disparities locally and internationally: the role of social and demographic factors, of lifestyles and consumption patterns, of global inequalities. Our discussions then focus on environmental concerns: the centrality of access to clean water and safe food, and the damage wrought by pollution and waste. In the final section, we investigate emerging Public Health issues and potential strategies for tackling them.

### **SONS 265 Introduction to Global Health: Health Equity and Social Justice Across the Globe**

The right to health and wellness is a universal human right; yet global inequalities mean that there are still vast differences in people's enjoyment of health and access to services. In this course we will see how modern health is not limited to physical or mental states, but encompasses all areas of our lives and communities. We take an ecological perspective to better understand health and predictors of health and wellness across the intrapersonal, interpersonal, institutional, community, and policy/systemic levels. This course explores some of the key social, economic, cultural and political determinants of health and its disparities. It examines the role of maternal and children's health, patterns in physical (in)activity around the world, young adults' health, mental health and the impacts of substance use. It then discusses in depth the development and management of pandemics and the factors that affect different contagion and survival rates globally. The intertwinement of health and geopolitics is also investigated in relation to migration and health at borders, issues of social justice more broadly, and the right to food security. Students then analyze the cultural dimensions of food and its relationship to health, as well as the environmental variables that determine people's access to clean water, sanitation and hygiene.

### **SOPL 207 Migration and Contemporary Society**

This course focuses on one of the most important social phenomena of our globalized times: human migration. Students will explore the main debates about what causes people to migrate, the key impacts this has on the economic, social and cultural life of the places they leave and those they move to. The course examines the great diversity of forms and patterns of contemporary migration, alternating between looking at large-scale phenomena and local case-studies and individual migrant experiences. It explores how governments and institutions respond to migrant populations and how migrants adapt to and transform the environments they live in.

## **PSYCHOLOGY**

### **PSYCH 101 General Psychology**

Introduces the study of psychology, the study of the human mind, in some of its many facets: epistemological issues, the brain, perception, learning, language, intelligence, motivation, development, personality, emotion, social influences, pathology and therapy, and prevention. These will be seen from the scientific and scholarly point of view, but with emphasis on their relevance to everyday life. An important focus of the course will be the significance of theories and how they influence the gathering of data, as well as the difficulty of objectivity when the object of study is also its primary tool: the human mind. One of the goals of the course will also be to prepare the student to read psychological literature with a critical eye, keeping in mind the difficulties involved in attempting to study human subjectivity in an objective way. Minimum passing grade for students enrolled for the BA in Psychological Science: C-.

### **PSYCH 103 Psychology of the College Experience**

**(Prerequisite: less than 59 credits earned)** The course, aimed at first-year students, provides an overview of contemporary and classic research in psychology relevant to the college experience. Through a combination of theory, research, and practical applications drawn from different domains of psychological inquiry (e.g., cognitive, social), the course will illustrate how psychological science may help students better understand academic and personal challenges, allowing them to develop the knowledge, skills, and mindset to thrive and make the most out of their college experience.

### **PSYCH 150 History and Systems of Psychological Science**

This course introduces the historical development of psychology from its philosophical and scientific roots to contemporary approaches, with emphasis on how epistemological assumptions, cultural contexts, and institutional forces have shaped the field. We trace key traditions (e.g., rationalism, empiricism), major schools (structuralism, functionalism, behaviorism, Gestalt, psychoanalysis, humanistic and cognitive psychologies), and applied developments, situating them within broader social histories (e.g., gender, race, coloniality). The course is designed to build foundational historical literacy for subsequent coursework in psychology.

### **PSYCH 198 The Evolution and Economics of Human Behavior**

This is an interdisciplinary course in the behavioral sciences that draws on behavioral/experimental economics, experimental/social psychology, and behavioral/evolutionary biology to explain many aspects of human behavior, psychological functioning, and decision-making in contexts such as personal relationships, the family, the workplace, the laboratory, or society at large.

### **PSYCH 208 Introduction to Statistical Analyses of Psychological Data**

**(Prerequisite: MATH 100 or MATH 101 and PSYCH 210 with a grade of C- or above)**  
The course introduces students to the statistical methods commonly used in

psychological research and provides the necessary foundation in statistical reasoning to think critically about psychological findings reported in research articles and in the media. Students will learn how to use statistics in the context of research, what statistical test is appropriate given the research design and the type of data collected, and why statistical tests are used to draw conclusion in research. They will also learn how to write up their own statistical analyses in APA style. The course includes a laboratory component where students will familiarize themselves with statistical software and will learn how to use it for managing and analyzing data. Sample topics include: scales of measurements, measures of central tendency and variability, the logic of hypothesis testing (including limitations and modern approaches), parametric and nonparametric tests, effect size, confidence intervals, power and sample size. Minimum passing grade for students enrolled for the BA in Psychological Science: C-

### **PSYCH 210 Introduction to Research Methods**

**(Prerequisite: PSYCH 101 with a grade of C- or above)** The course is designed to improve students' skills both as consumers and producers of science. Thus, a major goal of the course is to enhance students' ability to read, interpret, and evaluate scientific evidence presented in academic journals, as well as evidence communicated through popular press and other media outlets. Another major goal is to develop students' ability to produce original research. The course includes a laboratory component where students will learn to search for and locate relevant literature, formulate testable hypothesis, identify and implement the appropriate research design, and effectively communicate research findings. Sample topics include: the role of scientific inquiry in psychology, ethics in research with human participants, reliability and validity, essential elements of research designs, writing a research report. Minimum passing grade for students enrolled for the BA in Psychological Science: C-.

### **PSYCH 211 Neuroscience Methods**

**(Prerequisites: PSYCH 101)** The course introduces students to the various methods used to study the nervous system (e.g., EEG, functional MRI). Students will explore the kind of signals being measured (e.g., hemodynamic, electrical), the rationale for choosing different methods, the questions that can be addressed, as well as the limitations of each method. The course will include hands-on experience measuring and analyzing brain data.

### **PSYCH 221 Child Development**

**(Prerequisite: PSYCH 101)** Follows the development of the child through adolescence, with emphasis on the complexity and continuity of psychological development. The course will emphasize the interaction and interdependence of the various systems: biological, genetic, and environmental, as well as the interaction and the interdependence of cognitive and social factors in the various stages of development, from the prenatal period through adolescence. Particular attention will be placed on attachment theory, the development of the self, and possible pathological outcomes of faulty development.

### **PSYCH 235 Psychology of Women and Gender**

**(Prerequisites: PSYCH 101 or permission of instructor)** The course examines the psychology of women and gender emphasizing the social construction of gender and its impact on women both at the individual and collective levels. Through a social psychological perspective, the course will examine the structural impediments and inequalities faced by women as well as members of other nondominant groups, including people with cultural, ethnic, and sexual minority identities. The course will also introduce students to the concept of intersectionality, exploring how various identities intersect and contribute to creating unique and nuanced experiences.

### **PSYCH 301 Psychometrics**

**(Prerequisites: PSYCH 208, PSYCH 210)** This course provides an introduction to the theory, concepts, and statistical foundations of psychological measurement. Students will explore the theoretical underpinnings of psychometrics, and the methods involved in the construction, validation, and use of psychological measures. The course will cover topics such as classical test theory, item response theory, factor analysis, and the development and validation of psychological scales, with an emphasis on computing various statistics (e.g., reliability) and on the interpretation of measurements analyses. Students will learn how to construct and assess a scale, manage a database and analyze data using statistical software.

### **PSYCH 307 Cognitive Psychology**

**(Prerequisite: PSYCH 210 with a grade of C- or above)** This course will examine the structure and function of mental processes, which account for human behavior. Topics include attention, perception, memory, problem solving, decision making, cognitive development, language, and human intelligence. Individual, situational, gender, and cultural differences in cognition will also be explored. An individual research project or research paper is required.

### **PSYCH 309 Foundations & Philosophy of Psychological Science**

**(Prerequisites: PSYCH 101 and Junior Standing)** This course offers a critical exploration of the epistemological foundations and philosophical underpinnings of psychological science as well as the current debates that continue to shape the field. Students will examine the historical development of scientific thought, analyzing the ideas of influential thinkers like Karl Popper and Thomas Kuhn, and engage with contemporary and critical approaches to knowledge production, including the work of philosophers such as Ian Hacking and Bruno Latour. Emerging and pressing debates in the field (e.g., the rise of big data and artificial intelligence) will also be considered. By the end of the course students will have a solid grounding in the philosophical foundations of psychological science as well as the critical tools to evaluate how psychological knowledge is created, challenged, and applied in the world today.

### **PSYCH 310 Introduction to Neuroscience**

**(Prerequisite: PSYCH 101)** The goal of this course is to familiarize students with the structure and function of the nervous system, and with how networks of neurons can

achieve complex cognitive abilities that even the most sophisticated computer program is unable to match. Students will gain a knowledge of: the basic units of the brain – the neurons; how neurons work individually and in networks; the functional anatomy of the central nervous system; the neural substrates of complex cognitive functions, such as memory, vision, and language. Students will examine the experimental methods used in the field of neuroscience, and learn to think critically about the role the brain plays in everyday activity.

### **PSYCH 311 Human Communication**

This course familiarizes students with a set of diverse scientific perspectives on human communication. These perspectives cover psychological and social aspects of human communication, providing opportunities for students to acquire a critical appreciation of this multifaceted phenomenon.

The course covers a number of key topics such as (a) introductory notions about spoken language, signed language, and non-verbal communication; (b) referential communication; (c) the process of grounding; (d) egocentrism and miscommunication; (e) language as a social action. Considering the deep ramifications communication has for the human experience, this course provides valuable insights for students from a wide range of disciplines. *Satisfies "Cognitive Area" core course requirement for Psychological Science majors.*

### **PSYCH 314 Judgment and Decision Making**

**(Prerequisite: PSYCH 101 or consent of instructor)** The course examines the way we judge situations and make decisions under conditions of uncertainty. It will consider different decision models, address the psychological and social factors influencing decision making behavior, and explore the neural systems underlying such decisions. Applications to one's personal life and to public policy will also be discussed. *Satisfies "Cognitive Area" core course requirement for Psychological Science majors.*

### **PSYCH 315 Language and the Mind**

**(Prerequisites: PSYCH 210; PSYCH 307/PSNS 370 recommended)** This course is an introduction to the study of language and linguistics. It presents the core concepts and challenges presented by the field from multiple perspectives including philosophy; social, cognitive, and biological psychology; and artificial intelligence. Some of the main questions addressed include the origins of language, how it is implemented (in our brain or in machine), how it informs and constrains the way we think and act, and how best to help those who struggle with disorders of language. Students in this course will encounter the major scientific theories in the field, as well as the key empirical, statistical, and computational methods used to investigate and implement language systems. *Satisfies "Cognitive Area" and "Psychobiology Area" core course requirement for Psychological Science majors.*

### **PSYCH 320 Developmental Psychology**

**(Prerequisite: PSYCH 210 with a grade of C- or above)** The course provides a general introduction to the science of developmental psychology and its applications. A number

of questions will be addressed, including: What develops and when; The contribution of nature and nurture to developmental change; Mechanisms of change; The role of the child and the larger sociocultural context in shaping development; Continuity and discontinuity in development; Methods used to address the above topics; Application of developmental research to everyday issues.

### **PSYCH 321 Cognitive Development**

**(Prerequisite: PSYCH 101)** This course aims to provide students with an understanding of the developmental changes that occur in children's thinking from birth to adolescence. Students will learn about current topics and theories in cognitive development as well as the experimental methodologies adopted in this field. 270 Central topics will include brain development, perception, language, memory, category and concepts, social cognition, and problem solving. Satisfies "Cognitive Area" and "Developmental Area" core course requirements for Psychological Science majors.

### **PSYCH 323 Lifespan Personality Development**

**(Prerequisites: PSYCH 320 or permission of instructor)** This course attempts to reconcile the evidence for patterns of continuity and change in personality across different periods of the lifespan, and for three central aspects of personality: dispositional traits, characteristic adaptations, and narrative identity. The course investigates how theories have reckoned with this new evidentiary base and explores individual differences in patterns of continuity and change by applying them to the understanding of individual lives. Students will have opportunities to critically evaluate evidence for patterns among the three aspects of personality, and for each period of the lifespan address a variety of questions about how and why personality develops in the way evidence suggests. Satisfies "Developmental Area" core course requirement for Psychological Science majors.

### **PSYCH 324 Child and Adolescent Psychopathology**

**(Prerequisites: PSYCH 320 or PSYCH 354)** This course provides an in-depth introduction to developmental psychopathology, emphasizing how typical and atypical developmental processes intersect across childhood and adolescence. Students will explore the genetic, neurobiological, psychological, familial, and sociocultural factors that contribute to the emergence and expression of psychopathology, as well as the complex interactions among these influences across developmental trajectories. While treatment is not the focus of the course, examples of evidence-based assessment and interventions within a developmental framework will be provided. Ethical considerations and issues of cultural diversity will also be addressed, with particular attention to how they shape research, diagnosis, and practice in the field.

### **PSYCH 325 Adolescent Psychology**

**(Prerequisite: PSYCH 320 or permission of instructor)** This course examines how individual differences and environmental circumstances influence psychological and life outcomes in adolescence. Focusing on the biological, cognitive, and social changes experienced as individuals move from early to late adolescence, the course explores how

the social contexts of family, peers, and schools affect the developmental processes. Students will also analyze other factors which influence adolescent psychology, such as culture, biology, cognitive development and sexuality, and discuss individual and environmental factors causing development to go awry in cases of substance abuse, conduct disorders/delinquency, and eating disorders. Satisfies “Developmental Area” core course requirement for Psychological Science majors.

### **PSYCH 328 Educational Psychology**

**(Prerequisite: PSYCH 101)** The course examines how psychological theories and research can inform educational practices. It provides an overview of the major theories of human development, learning and motivation, and their educational implications. Students will learn to think critically about the pros and cons of a given educational approach, and to explain the relevance of psychological research findings for educational methods. Sample topics include: basic concepts in measurement and assessment, theories of learning and motivation, developmental characteristics of learners, individual differences, classroom management and teacher behavior, diversity in the schools. Satisfies “Applied Psychology” core course requirement for Psychological Science majors.

### **PSYCH 331 Psychology of Objectification & Dehumanization**

**(Prerequisites: PSYCH 210 (PSYCH 334 or PSYCH 307 recommended))** The course is organized around the theme of objectification, that is, the perception of human bodies, especially female bodies, as “objects”. It explores the ways in which bodies (both one’s own and that of others) are objectified, and how being objectified can impact individuals’ social functioning, well-being, and their perception in human terms (dehumanization). The course will familiarize students with different theoretical perspectives on objectification as well as empirical findings, allowing them to develop a critical appreciation of this complex phenomenon, its psychological, social, and cultural consequences, and its impact on the perpetration of gender- based crimes. Satisfies “Cognitive” and “Sociocultural Area” core course requirement for Psychological Science majors.

### **PSYCH 334 Social Psychology**

**(Prerequisite: PSYCH 210 with a grade of C- or above)** The course focuses on the relationship between the individual and society, by examining how people form and sustain their attitudes, beliefs, and values. Students are introduced to current research findings in areas such as leadership and group dynamics, cults, prejudice and racism, aggression, altruism, and love and attraction. A group research project is required.

### **PSYCH 335 Theories of Personality**

**(Prerequisite: PSYCH 101)** Personality is generally defined as an individual’s unique stable pattern of thinking, feeling and behaving, and its study has been an extremely important focus in scientific psychology. This course examines the various theories of personality and, according to each theory, a personality’s structure and development. The scope of theories studied will be from the Freudian tradition through to Trait Theories, Biological Perspectives, Behavioral/Social Learning theories, Humanistic/Existential

models and finally to more current Cognitive theories. Students will have opportunities to critically evaluate each theory/perspective, and in each of the theories address a variety of questions. Satisfies “Sociocultural Area” core course requirement for Psychological Science majors.

### **PSYCH 336 Group Dynamics**

**(Prerequisites: PSYCH 210; Recommended: PSYCH 334)** The course examines group dynamics and the interpersonal processes that occur within and between groups, providing students with the knowledge, attitudes, and skills necessary to understand how to work well with others. Students will delve into processes such as group development, structure, and roles, and will explore factors influencing group performance and dynamics in a variety of settings (e.g., school, work, clinical, religious, political). Ethical issues, as well as issues of inclusion and cultural sensitivity will also be examined. Satisfies “Sociocultural Area” core course requirement for Psychological Science majors.

### **PSYCH 337 Stereotyping, Prejudice and Discrimination**

**(Prerequisites: PSYCH 101; Recommended: PSYCH 334 or approval of instructor)** This course is designed to familiarize students with basic psychological theory and research on intergroup relations, prejudice, stereotyping, and discrimination, so that they can: (1) evaluate and analyze the scientific merit of this research, and (2) apply this research to real world. The goals of this course are to expose students to the core issues, phenomena, and concepts that researchers in this field are attempting to understand and to promote critical thinking about research in this area. Satisfies “Sociocultural Area” core course requirement for Psychological Science majors.

### **PSYCH 339 Multicultural Psychology**

**(Prerequisite: PSYCH 101)** This course is designed to examine the import of sociocultural influences on behaviors within a plethora of multicultural settings. As a hybrid area of specialization in Psychology, the objectives are to shift heteronormative notions to more inclusive representations. The course will analyze the diversity in individual and group behaviors, cognition, family, belief systems, and racial/ethnic identities within the mosaic of the United States will also be explored. The thesis that human cognition, behavior, and affect are meaningful when viewed through the prism of the socio- cultural context in which they develop will be investigated. Methodological issues associated with the conduct of multicultural research and a review of empirical research from the Journal of Multicultural Perspectives will be critically deconstructed and emphasized. The development of multicultural competence will be a byproduct of intellectual engagement. Satisfies “Sociocultural Area” core course requirement for Psychological Science majors.

### **PSYCH 340 Industrial/Organizational Psychology**

**(Prerequisite: PSYCH 101)** The course provides an introduction to industrial and organizational psychology, or the scientific study of human behavior within the workplace. It examines the factors that affect how people behave at work and how businesses can be designed to improve employee’s efficiency and quality of life. Students

will learn the scientific basis of human behavior at work and how they relate to processes of hiring, developing, managing and supporting employees. Sample topics include: job analysis, psychological assessments, personnel decisions, organizational change, group and team development, motivation, work stress and health. Satisfies “Applied Psychology” core course requirement for Psychological Science majors.

### **PSYCH 345 Organizational Neuroscience**

**(Prerequisites: PSNS 370 or PSYCH 334 or permission of the instructor)** The course offers a systematic overview on the emerging discipline of Organizational Neuroscience (ON), an interdisciplinary field that combines neuroscience, psychology, organizational behaviour, business organization, and management to explore how brain functions, cognitive processes, and neurological mechanisms may influence human behaviour within workplaces and organizations. The course will address the neural underpinnings of behavior at both the individual (micro), group (meso) and organizational (macro) level of analysis. Satisfies “Psychobiology Area” or “Sociocultural Area” core course requirements for Psychological Science majors.

### **PSYCH 351 Health Psychology**

**(Prerequisite: PSYCH 101)** This course will examine five broad areas: the foundations of health psychology including health research; stress, pain and coping; behavioral factors in cardiovascular disease and chronic disease; tobacco, alcohol, drugs, eating, and exercise; and challenges in health psychology. Satisfies “Applied Psychology” core course requirement for Psychological Science majors.

### **PSYCH 352 Positive Psychology**

**(Prerequisite: PSYCH 101)** This course aims to provide a general introduction to the area of Positive Psychology, “the scientific study of what makes life most worth living”, and to scientific findings related to happiness, well-being, and the positive aspects of the human experience. We will review the history of Positive Psychology, and its contribution to more “traditional” areas of psychology. The course also incorporates experiential learning and exercises aimed at increasing personal well-being and at facilitating students’ understanding of the fundamental questions in the field.

### **PSYCH 353 Clinical Psychology**

**(Prerequisite: PSYCH 101)** This course aims to provide an overview of the area of Clinical Psychology and will cover both a brief history of clinical psychology and current standards and evidence-based practices. Students will learn about the main theoretical approaches and common assessment and treatment methods of clinical psychologists and explore the current issues in this area. Satisfies “Applied Psychology” core course requirement for Psychological Science majors.

### **PSYCH 354 Psychopathology**

**(Prerequisite: PSYCH 101)** Issues related to psychopathology will be explored, with an emphasis on methodological problems and the causes of psychopathological conditions. The DSM classification system, which has become standard in North America and in many other parts of the world, will be examined critically, and other more theoretically coherent nosologies will be studied. Diagnostic categories will be examined from the point of view of three major theoretical approaches: psychodynamic, biological, and cognitive. Through required readings and a research paper, the student will become familiar with contemporary work in the field and will learn to read professional articles in a critical way. Emphasis in the course will be on the understanding and not simply the description of psychopathological states and their multiple complex determinants. Every psychological disorder has its specific content for the person suffering from it. Satisfies “Applied Psychology” core course requirement for Psychological Science majors.

### **PSYCH 355 Foundations of Psychological Assessments**

**( Prerequisites: PSYCH 301 or permission of instructor)** This course provides a comprehensive overview of psychological assessment, encompassing both traditional and emerging areas. Students will develop a foundational understanding of how psychometric principles (e.g., norms, reliability) apply to psychological assessment. They will become familiar with basic principles in test administration, scoring, and interpretation, and will explore ethical and cultural considerations in assessment practice. The course will examine assessments in key domains, including personality, intelligence, and neuropsychological functioning, as well as in specialized areas (e.g., forensic, personnel selection).

### **PSYCH 357 Human Sexuality**

This course provides an overview of human sexual behavior from birth through adulthood. Sexuality is explored from historical, cultural, psychological, physiological, sociological and legal viewpoints. Some of the topics covered will include: Research methods in human sexuality, female/male anatomy, sexual behavior, gender, sexual orientation, love/marriage/mating, sexual disorders.

### **PSYCH 358 Psychodynamic Psychology: History, Critiques, and Current Applications**

**(Pre-requisites: Junior Standing and consent of instructor)** This course offers a comprehensive exploration of psychodynamic psychology, emphasizing its historical roots, contemporary applications, and critiques. Students will examine key concepts such as the unconscious mind, defence mechanisms, and transference, and explore how these ideas have evolved in modern psychological practices including therapy, education, and organizational behaviour. Students will also critically examine the empirical studies supporting psychodynamic principles, and address critiques of psychodynamic approaches, including challenges to their scientific validity and cultural relevance.

### **PSYCH 364 Introduction to Correctional Psychology**

**(Prerequisites: PSYCH 101 AND Junior Standing or Permission of the Instructor)** This course provides an in-depth introduction to the field of correctional psychology,

focusing on the application of psychological principles and practices within correctional settings. Students will explore the psychological assessment and treatment of offenders, institutional dynamics, ethical challenges, and evidence-based interventions. The course integrates theory, empirical research, and applied case studies to critically examine how psychology contributes to offender rehabilitation, risk management, and the broader goals of the criminal justice system, while also reflecting on the limitations and challenges of psychological practice in correctional settings, while also reflecting on the limitations and challenges of psychological practice in correctional settings.

### **PSYCH 371 Illusions of the Mind: the Science of Perception**

**(Prerequisites: PSNS 370 or PSYCH 307)** The course enables students to acquire in-depth knowledge and understanding of sensation and perception. Students will examine the physiological and psychological mechanisms underlying the major sensory systems and their roles in interpreting the world around us and the signals within ourselves, furthering their understanding of how we experience and interact with our environment. Students will engage with current research, case studies, and experimental techniques to deepen their understanding of sensory and perceptual processes.

### **PSYCH 372 Neuroscience of Human Imagination**

**(Prerequisites: PSYCH 210 and PSNS 370)** This course explores the neural foundations of conscious processing and awareness, with a particular focus on visual mental imagery (VMI)—a central topic in contemporary neuroscience. Students will engage with current research on the neural correlates of imagination, examining both typical and impaired visual imagery in clinical and non-clinical populations. A key component of the course is the critical analysis of recent scientific literature, enabling students to refine their analytical skills. By the end of the course, students will have a solid grasp of major theories of VMI and the neuroscientific methodologies used to study this cognitive function.

### **PSYCH 373 Affective Neuroscience**

**(Prerequisite: PSNS 370)** The course enables students to acquire an in-depth knowledge of emotion, emotion regulation and 274emotion expression. Through engagement with contemporary scientific literature, students will deepen their understanding of the role emotions play in their life, and how emotions are processed in the healthy brain as well as in the brain after a lesion. During the course, students will be prompted to consider the different neuroscientific techniques used to investigate emotions, to reflect on the universal aspects and cultural differences of emotions, and to engage in critical evaluation, discussion, and oral presentation of scientific literature. Satisfies “Psychobiology Area” core course requirement for Psychological Science majors.

### **PSYCH 375 Introduction to Neuropsychology**

**(Prerequisites: PSNS 370 or Permission of the instructor)** This course provides students with a comprehensive introduction to the methods, findings, and clinical applications of neuropsychology. It explores how lesion-based approaches, complemented by neuroimaging, have shaped current theories of brain organization, and examine how disorders such as aphasia, amnesia, agnosia, and neglect illuminate normal

cognition. Students will also gain familiarity with assessment practices and rehabilitation strategies and will consider how advances in technology are reshaping the diagnosis and treatment of neuropsychological disorders.

### **PSYCH 391 Professional Development Activities (Cognitive Psychology)**

**(Pre-requisites: 30 credits earned in courses with the PSYCH prefix (including PSYCH 307 with at least a C-) Grading scale: Pass/No Pass** This one-credit course is designed to familiarize students with professional practice in the realms of application of cognitive psychology, including, but not limited to, conducting empirical investigations, assessing typical/atypical psychological functioning, and developing and implementing psychological interventions. Through class activities, simulations, role playing exercises, and case analyses, students will develop their professional skills and refine their career preparation. May be taken more than once for credit with different topics.

### **PSYCH 392 Professional Development Activities (Psychobiology/Neuroscience)**

**(Pre-requisites: 30 credits earned in courses with the PSYCH prefix (including PSNS 370 with at least a C-) Grading scale: Pass/No Pass** This one-credit course is designed to familiarize students with professional practice in the realms of application of psychobiology/neuroscience, including, but not limited to, conducting empirical investigations, assessing typical/atypical psychological functioning, and developing and implementing psychological interventions. Through class activities, simulations, role playing exercises, and case analyses, students will develop their professional skills and refine their career preparation. May be taken more than once for credit with different topics.

### **PSYCH 393 Professional Development Activities (Psychometrics)**

**(Pre-requisites: 30 credits earned in courses with the PSYCH prefix (including PSYCH 208 with at least a C-) Grading scale: Pass/No Pass** This one-credit course is designed to familiarize students with professional practice in psychometrics, including, but not limited to, conducting empirical investigations, assessing typical/atypical psychological functioning, and developing and implementing psychological interventions. Through class activities, simulations, role playing exercises, and case analyses, students will develop their professional skills and refine their career preparation. May be taken more than once for credit with different topics.

### **PSYCH 394 Professional Development Activities (Developmental Psychology)**

**(Pre-requisites: 30 credits earned in courses with the PSYCH prefix (including PSYCH 320 with at least a C-) Grading scale: Pass/No Pass** This one-credit course is designed to familiarize students with professional practice in the realms of application of developmental/educational psychology, including, but not limited to, conducting empirical investigations, assessing typical/atypical psychological functioning, and developing and implementing psychological interventions. Through class activities, simulations, role playing exercises, and case analyses, students will develop their professional skills and refine their career preparation.

### **PSYCH 395 Professional Development Activities (Social Psychology)**

**(Pre-requisites: 30 credits earned in courses with the PSYCH prefix (including PSYCH 334 with at least a C-)) Grading scale: Pass/No Pass** This one-credit course is designed to familiarize students with professional practice in the realms of application of social psychology, including, but not limited to, conducting empirical investigations, assessing typical/atypical psychological functioning, and developing and implementing psychological interventions. Through class activities, simulations, role playing exercises, and case analyses, students will develop their professional skills and refine their career preparation. May be taken more than once for credit with different topics.

### **PSYCH 396 Professional Development Activities (Industrial/Organizational Psychology)**

**(Pre-requisites: 30 credits earned in courses with the PSYCH prefix (including PSYCH 340 with at least a C-)) Grading scale: Pass/No Pass** This one-credit course is designed to familiarize students with professional practice in the realms of application of industrial and organizational psychology, including, but not limited to, conducting empirical investigations, assessing typical/atypical psychological functioning, and developing and implementing psychological interventions. Through class activities, simulations, role playing exercises, and case analyses, students will develop their professional skills and refine their career preparation. May be taken more than once for credit with different topics.

### **PSYCH 397 Professional Development Activities (Clinical Psychology)**

**(Pre-requisites: 30 credits earned in courses with the PSYCH prefix (including PSYCH 353 or 354 with at least a C-)) Grading scale: Pass/No Pass** This one-credit course is designed to familiarize students with professional practice in the realms of application of clinical/dynamic psychology, including, but not limited to, conducting empirical investigations, assessing typical/atypical psychological functioning, and developing and implementing psychological interventions. Through class activities, simulations, role playing exercises, and case analyses, students will develop their professional skills and refine their career preparation. May be taken more than once for credit with different topics.

### **PSYCH 398 Internship: Psychology Field**

Internship

### **PSYCH 399 Special Topics in Psychology**

**(Prerequisites: Junior Standing; PSYCH 210)** An in-depth treatment of a current area of special concern in the field of Psychology. Topics may vary. May be taken more than once for credit with different topics.

### **PSYCH 480 Senior Seminar in Psychology**

**(Prerequisite: Senior Standing; PSYCH 307, PSYCH 320, PSYCH 334, PSNS 370)** The course provides students with an opportunity to integrate and consolidate the skills and

knowledge acquired through the major curriculum while reflecting on overarching themes and issues that characterize psychology as a science and as a profession. Discussion will focus on questions of diversity within the discipline, multiculturalism, ethics, and social responsibility in the marketing of psychology among others. Attention will also be given to what it means to be a psychologist and to current developments in the field. Students will be expected to present material and lead class discussions, as well as write a final research proposal about a topic of their choosing.

### **PSCS 312 Cognitive Perspectives on Human-Technology Interaction**

**(Prerequisites: PSYCH 210 (PSYCH 307 recommended for psychology majors) or permission of instructor)** The course presents and discusses recent developments in the field of human-computer interaction (HCI) and new media psychology. It will introduce students to cognitive theories on how people process information while interacting with technology, and how technology affects the cognitive processing of individuals. The relation between cognition and technology will be mostly analyzed through the lens of cognitive psychology. However, empirical research from the fields of HCI, communication and new media will also be discussed. Satisfies "Cognitive Area" core course requirement for Psychological Science majors.

### **PSCS 332 Introduction to Social Robotics and HRI**

**(Prerequisites: PSYCH 210 with a grade of C- or above OR permission of instructor)** The course introduces students to the field of social robotics and human-robot interaction (HRI). By the end of the semester, students should have an appreciation for the influence of design, behavior, and user characteristics on HRI, as well as be familiar with the main applications of social robots and the ethical controversies surrounding them. The topic will mainly be approached from a psychological perspective, however, as the field of HRI is interdisciplinary by nature, discussions of ethics, programming, design, and applications will also be included. Satisfies "Sociocultural Area" core course requirement for Psychological Science majors.

### **PSLW 238 The Psychology of Criminal Behavior**

**(Prerequisites: PS 101 or permission of the instructor)** The course examines the psychology behind why certain people commit crimes, while others do not. Using detailed studies of specific crimes, the course reviews how psychological theories can be used in an applied way in forensic investigation contexts, crime prevention and intervention, and evolving criminal justice systems. Considering the practical applications of psychological research alongside the lived experience informs each module of study.

### **PSLW 338 Psychology and Law**

**(Prerequisite: PSYCH 334 or permission of the instructor)** The course focuses on applications of concepts and theories from cognitive, social, developmental and clinical psychology, to the administration of justice. Topics include the psychological processes involved in jury selection, jury deliberation and decision making, police interrogation, false confessions, eyewitness testimony, memory for traumatic events, child witnesses, juvenile offenders, and the role of psychologists as trial consultant and expert witnesses.

Satisfies “Cognitive” and “Sociocultural Area” core course requirement for Psychological Science majors.

**PSNS 370 Psychobiology**

**(Prerequisites: PSYCH 210 with a grade of C- or above)** The course provides an overview of the field of psychobiology. Drawing both from the biological and psychological sciences, the course introduces students to the structures and functions of the central and peripheral nervous systems, with a focus on how they influence mental processes and behavior. Students will gain the foundational knowledge to understand how biological processes inform the human experience. They will learn how the activity of neurons can yield simple motor actions as well as complex behavioral states and functions (e.g., motivation). Sample topics include: the basic anatomy of the nervous system, neural communication, brain development, as well as the neural basis of sensation, perception, learning, memory, motivation, emotion, sleep and consciousness.

## **RELIGIOUS STUDIES**

### **RLST 101 Introduction to the Study of Religion**

This course introduces students to the history of Religious Studies as an academic discipline and to the methodological approaches that set it apart from anthropology, sociology, philosophy, and history. The fundamental terms that characterize the discipline (religion/religions, God, faith, belief, ritual, experience, liberation, territory, conflict) are discussed, and students are given a selection of four religious texts, to which these methods are critically applied. Possible texts may include a selection from the following: The Mahabharata; Yann Martel's *Life of Pi*, John Neihardt's *Black Elk Speaks*; Levi-Strauss' *The Raw and the Cooked*, Suzuki's *Zen Mind, Beginner's Mind*; 278 278Sam Gill's *Storytracking*; Michael Taussig's *Defacement*; Teresa of Avila's *Interior Castle*; *The Journal of a Russian Pilgrim*; *The Holy Teaching of Vimalakirti*.

### **RLST 201 The Children of Abraham: Judaism, Christianity, and Islam**

This course introduces students to the basic texts, institutions, and practices of Western religious traditions: Judaism, Christianity, and Islam. The course begins with the figure of Abraham and seeks to understand how each tradition appropriates the notions of faith and sacrifice that he embodies. The students then familiarize themselves with the religions of the Book by reading selections from the Hebrew Bible, the New Testament and the Qur'an.

### **RLST 202 Religions of Asia: Hinduism, Buddhism, Taoism**

This course is an introduction to the basic texts, institutions, and practices of three religious traditions of South and East Asia, namely Hinduism, Buddhism, and Taoism. Using central primary sources, as well as specialized secondary literature, this course sets out to introduce students to the fundamental concepts and practices that characterize each tradition. At the same time, the course will introduce students to the problems inherent to comparative religion, by analyzing the historical presuppositions that ground the comparison of different traditions according to the Western faith-based definitions of what is and is not religion. The course begins by looking at the Western study of the East in what has come to be called orientalism, and ends by looking at the influence of Eastern wisdom traditions, analyzing the contemporary phenomenon of New Age religion and its political implications.

### **RLST 220 Introduction to Islam**

A detailed introduction to the religion of Islam, introducing the central beliefs that have united Muslims throughout history, as well as the diversity of sects and communities that see themselves as heirs to Muhammad. The course will discuss the origins of Islam, the evolution of Muslim theology, law, and rituals, and include readings of primary sources, together with relevant secondary literature. The emphasis will be on Sunni Islamic thought, although the genesis of other Muslim communities will deserve due attention as well. Major issues in modern Islamic debate will also receive attention.

### **RLST 221 The Popes of Rome: History of the Catholic Church**

The history of the Catholic church is essentially intertwined with the history of Western Civilization over the past 2,000 years. The aspirations and struggles of Christendom constitute the fabric of the Christian tradition as it unfolds throughout time. This course represents an historical survey of the Church from its primitive beginnings in Jerusalem (c. 33 A.D.) to the Pontificate of John Paul II (1920-2005). The development of the course will trace the major events, ideas and people that went into the shaping of the Western Church, without ignoring the fundamental importance and influence of the doctrine of Jesus Christ regarding the institution he founded.

### **RLST 222 Eastern Christianity: Unity and Diversity**

The course will focus on Christianity, from its origins in the Near East to the rise and development of various Eastern Orthodox Churches. The Byzantine Empire defined its Church as the only Orthodox one, based on the doctrine of Seven Ecumenical Councils. Other disagreeing Churches became branded as “heretical,” and went on to develop their own hierarchies, their particular liturgies, and doctrines. Today they are referred to as pre-Chalcedonian Churches. We will examine their history, the spread of Byzantine orthodoxy among the Slavic peoples through missionary activities, as well as the historical events that shaped the plurality of churches in the East.

### **RLST 225 Mystics, Saints, and Sinners: Studies in Medieval Catholic Culture**

**(Partially on-site; activity fee: €30 or \$35)** Through a close study of both primary and secondary materials in religious history, spirituality, aesthetics, and social history, this course will introduce students to the major forms and institutions of religious thought and practice in medieval, Christian Europe (from Saint Augustine to the rise of humanism and the Renaissance). The course will begin by studying the theological foundations of self and world in the work of Augustine and Pseudo-Dionysius, before turning to an elucidation of central religious institutions such as the papacy (and its relationship to imperial Rome), the monastic movement (we will study the rule of Saint Benedict and visit a Benedictine monastery), the cathedral (we will visit San Giovanni in Laterano and Saint Peter’s), and the university as a medieval institution and scholastic philosophy. We will then turn to alternative expressions of medieval religious faith in the work of several mystics, notably Meister Eckhart and Angela of Foligno. Finally we will study the reactions of the Church to the rise of science in the fifteenth century (we will look at the trial of Giordano Bruno) and will end with an appraisal of the continuity and renewal of Renaissance Humanism and its influence on the humanities as studied in a Liberal Arts Curriculum today.

### **RLST 299 Special Topics in Religious Studies**

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

### **RLST 399 Special Topics in Religious Studies**

**(Co-requisites: ENCMP 110; Recommended: Junior Standing, One previous religious studies course)** Topics vary.



## **RHETORIC**

### **RHET 299 Special Topics in Rhetoric**

Special Topics in Rhetoric

### **RHET 305 Survey of Rhetoric**

**(Prerequisite: COM 101)** This course reviews and/or extracts theories of rhetoric (persuasion) from noted thinkers from the pre-Socratic period to modern times. Particular attention is paid to the Sophists, Plato, Aristotle, Cicero, Augustine, Boethius, Aquinas, Locke, Campbell, Blair, Whately, Austin, Sheridan, the existentialists, Burke, Foucault, Derrida, and feminist writers.

### **RHET 350 Contemporary Rhetorical Theory**

**(Prerequisite: COM 101)** This is an intermediate level introduction designed to give students an in-depth exposure to the contemporary study of Rhetoric, understood as the organization of argumentation for the purpose of persuasion. Starting with the work of Kenneth Burke, the course examines persuasion through a variety of media and in a variety of contexts using specific analytical models.

### **RHET 365 Advanced Public Speaking**

**(Prerequisite: COM 101)** This course is designed to give students more in-depth exposure and more intensive experience in speaking publicly, both formally and informally. Building upon the critical skills of the basic course, this course examines the generic expectations of different public speaking modes and how they inform various approaches. In addition, this course exposes students to the different argument strategies and how they are employed in various public speaking modes.

## **SPANISH**

### **SPAN 101 Introductory Spanish I**

This course is designed to give students basic communicative ability in Spanish. Students work on all four language skills: speaking, listening comprehension, reading and writing.

### **SPAN 102 Introductory Spanish II**

**(Prerequisite: Placement into SPAN 102 or SPAN 101 with a grade of C or above)** A continuation of SPAN 101. This course aims at developing and reinforcing the language skills acquired in Introductory Spanish I, while placing special emphasis on oral communication.

### **SPAN 201 Intermediate Spanish I**

**(Placement into SPAN 201 or SPAN 102 with a grade of C or above)** A continuation of SPAN 102. This course focuses on consolidating the student's ability to use Spanish effectively. Emphasis is given to grammar review and vocabulary expansion. Selected readings and films acquaint students with Spanish and Hispanic culture.

### **SPAN 202 Intermediate Spanish II**

**(Prerequisite: Placement into SPAN 202 or SPAN 201 with a grade of C or above)** A continuation of SPAN 201. While continuing the review of grammar, the course emphasizes the development of reading and composition skills in the context of Spanish and Hispanic cultures. Literary readings, newspaper articles, and films, are an essential component of the course.

### **SPAN 301 Advanced Grammar and Conversation**

**(Placement into SPAN 301 or SPAN 202 with a grade of C or above or permission of the instructor )** This course is designed to help students gain fluency and confidence in speaking while reviewing the advanced structures of Spanish grammar such as specific uses of the subjunctive mode, subordinate clauses or discourse markers. Journalistic texts and audiovisual materials provide the basis for class discussions geared toward expanding vocabulary and reinforcing the idiomatic use of the language and aim to offer students a closer approach to Hispanic culture.

## **THEATRE**

### **DRAMA 101 Introduction to Theatrical Performance**

During this course students will learn to: collaborate creatively; employ basic acting techniques such as sensory work, the principles of action, objectives, status, etc.; develop an expressive speaking voice; engage with a variety of stage props; analyze the process of placing a dramatic text on stage; critique and enact a variety of theatrical techniques; define specific terms relating to the study of drama and theater; develop an appreciation for theater as an art form and a reflection of society; understand the responsibility of an actor's work ethic, especially to one's fellow actors; initiate and upkeep a gradable class-by-class journal (either blog or v-log) of their personal growth throughout the course.