



ACADEMIC CATALOG

AY 2022-23

**FLORENCE UNIVERSITY OF THE ARTS
THE AMERICAN UNIVERSITY OF
FLORENCE**

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ABOUT FUA-AUF

Florence University of the Arts - The American University of Florence, is an Italian institute of Higher Education accredited (Accreditation nu. OF0110 - DGR1407/16 e ss.mm.ii) and authorized by the Region of Tuscany to conduct approved formative educational courses (Art. 117 of the Italian Constitution assigns to the Italian Regions the competence regarding formative education). FUA-AUF is also reviewed yearly for European quality certification (Certified by IMQ S.p.A. – ISO 9001:2015 Cert. N.9175.FLRU).

Furthermore, FUA-AUF collaborates with many institutions internationally for the direct acceptance of credits, as indicated in the list of affiliates (see affiliates list). For students from non-affiliated institutions, US credit can be issued through FUA-AUF's School of Record, the University of South Florida (USF).

Given the range of academic study, FUA-AUF is organized since its inception along the lines of a US-style higher education institution with instruction in the English language, processes, and structure comprised of multiple colleges or schools of study as typically implemented in the United States.

The University is comprised of nine schools and their respective community projects:

Schools - Community Engagement Member Institutions

APICIUS International School of Hospitality – Dimora, Ganzo, Fedora, Sorgiva

DIVA School of Digital Imaging and Visual Arts – Corridoio Fiorentino

FAST School of Fashion and Accessory Studies and Technology – FLY Fashion Loves You

IDEAS School of Interior Design, Environmental Architecture, and Sustainability – Corridoio Fiorentino

ISB International School of Business – EntrepreLearn Lab, Pomario

J SCHOOL School of Journalism, Communication and Publishing – Ingorda

SAS School of Arts and Sciences – F_AIR

SQUOLA Center for Cultural and Italian Studies – CCIS

School of Graduate Studies – FUA-AUF Operations

PALAZZI & COMMUNITY ENGAGEMENT MEMBER INSTITUTIONS

The term "PALAZZI" means palaces and is used within the FUA-AUF academic community in Florence to identify the innovative bridge between classroom learning and the opportunity for the student to express learned competencies in a real, community-based enterprise. The Fondazione di Partecipazione Palazzi - Florence Association for International Education is a non-profit foundation dedicated to cultural integration that manages the projects and activities of the CEMI Community Engagement Member Institutions associated with each of the University's schools. Palazzi is a reminder of how both Palazzi Foundation CEMI and FUA-AUF campus facilities are located in beautifully renovated historic palaces well known to the Florentine community and represent unique urban campus environment.

CEMI

An important aspect of FUA-AUF education is the collaboration and exchange between academic departments and the Palazzi Foundation's projects for cultural integration – spaces connected to the institution that are open to the local community and operate in cooperation with the faculty and student body as a part of the academic experience at FUA-AUF. The educational aim of involved courses is aligned with these spaces in order for students to directly apply Experiential Learning in a training ground that fosters the intermingling of communities and cultures.

The institutional CEMI for FUA-AUF is the Palazzi Community Center; it is open to the public and serves as a cultural center for outreach opportunities that the Florentine community may benefit from. The center's activities embrace events and initiatives involving all academic divisions, feature services for the community, and sustains entities representing the local territory (independent bookstores, cultural associations, charities, sustainable food/wine producers, community gardens, artists, designers, etc.).

Each of the 9 academic divisions at FUA-AUF features its own distinct CEMIs:

APICIUS International School of Hospitality

Dimora Guest Apartments

Ganzo Restaurant
Fedora Pastry Shop
Sorgiva Spa

DIVA School of Digital Imaging and Visual Arts
Corridoio Fiorentino Photography and Design Gallery

FAST School of Fashion and Accessory Studies and Technology
FLY Fashion Loves You – Fashion Retail Store

IDEAS School of Interior Design, Environmental Architecture and Sustainability
Corridoio Fiorentino Photography and Design Gallery

ISB International School of Business
EntrepreLearn Lab
Pomario Botanical Retail Store

J SCHOOL School of Journalism, Communication, and Publishing
Ingorda Campus Press

SAS School of Arts and Sciences
F_AIR Florence Artist in Residence

SQUOLA Center for Cultural and Italian Studies
CCIS Center for Cultural and Italian Studies

School of Graduate Studies
FUA-AUF Operations

FUA-AUF MISSION

MISSION: Enriching Students through Cultural Integration, Community Engagement, and Experiential Learning

FUA-AUF was founded to:

Promote and renew creative disciplines in a city renowned for its history-changing innovations.

Offer challenging academic programs that shape inquisitive minds capable of:

Approaching academic disciplines with the mindset to deeply understand the principles of the past and how they are present in today's context.

Transforming learning, knowledge and cultural experiences into instruments that shape tomorrow's future.

Contributing to the local culture with the findings, research, and creations developed over the course of study.

Provide excellent professional and academic facilities at each campus, which not only offer learning spaces but also enhance and inspire learning potential.

Go beyond classroom learning by promoting student interaction with the convergence of the multicultural societies and creative presences in the city of Florence. This is accomplished through the presence of Palazzi Community Engagement Member Institutions (CEMI) whose facilities and services are open to the public.

VISION: American-style, community-oriented education in Florence that transcends disciplines and cultural traditions.

FUA-AUF is a multidisciplinary institution that seeks to offer dynamic possibilities of study through a rich selection of academic institutions and departments.

FUA-AUF unites communities, nationalities, compelling projects, and studies capable of shaping the cultural landscape of Florence.

FUA-AUF encourages students to be challenged by both classroom and service learning for civic engagement, and to challenge the weight of Florence's glorious heritage in order to contribute to its future with a fresh mind and open eyes.

FUA-AUF strives to provide its students with an experience that goes beyond the Renaissance façade of Florence by communicating to them that who we are and what they experience go beyond cultural stereotypes. FUA-AUF believes that through critical analysis and evaluation of own cultural norms and values in relation to those held by others, FUA-AUF program graduates will develop a profound cross-cultural, global perspective.

VALUES

A rich, stimulating course offering taught by an international faculty, spanning all areas of the institutions grouped under FUA-AUF and their specific departments and courses.

An academic structure based on lectures, workshops, seminars, and laboratories that promote student learning and creation.

Quality, state of the art facilities located in historic palaces throughout the Florence city center.

Opportunities for student exposure and interaction with the local culture through civic engagement and service learning on both academic and extracurricular levels and cultural integration projects including the on-going involvement available through Palazzi CEMI.

AFFILIATIONS

International institutions worldwide are associated/affiliated with FUA-AUF, granting in most cases direct acceptance of credits. Current affiliations may be viewed at <https://fua.it/The-Institution/the-institution.html#affiliations>.

University of South Florida School of Record affiliation:

Adhering to the Guidelines of the Forum on Education Abroad, the University of South Florida ("USF") serves as the School of Record for FUA-AUF. Located in Tampa, Sarasota, St. Petersburg and Lakeland, Florida, USF is a global research university that recognizes and promotes the benefits of international education, collaboration and engagement. USF offers 232 degree programs at the undergraduate, graduate, specialist and doctoral levels, including 89 bachelor, 97 master, two education specialist, 36 research doctoral, and four professional doctoral programs. USF is one of only three Florida public universities classified by the Carnegie Foundation for the Advancement of Teaching in the top tier of research activities. For questions regarding the School of Record relationship, please contact James Pulos, Assistant Director of Education Abroad at the University of South Florida.

TRANSPARENCY

FUA-AUF is committed to transparency regarding all internal and external individuals, constituencies, and communities that the institution engages with in the delivery of its mission and academic programs. Fair processes are applied to the students, faculty, and staff of the institutional, in compliance with the legal parameters of Italian legislation. The institution carefully examines all processes, planning, research, development, to ensure that conflicts of interest do not ensue in campus operations and/or communication.

FACILITIES

FUA-AUF, its related schools, and the Palazzi CEMI (Community Engagement Member Institutions) are located in important historic palaces throughout Florence's city center. FUA-AUF is committed to offering the latest technologies and resources to its community of students and faculty. Audio-visual equipment is available at all campus locations; all classrooms are equipped with whiteboards. Wifi connections are available throughout all facilities.

FUA-AUF campus locations include:

Ex-Teatro San Gallo - Via San Gallo 45r

Palazzo Bombicci Pontelli Guicciardini Strozzi - Corso dei Tintori 21

Palazzo della Giostra - Borgo Pinti 20r

Palazzo dell'Ospitalità - Via Ricasoli 21

Quartiere Sant'Ambrogio - Via dei Macci 85r and 53

Palazzo delle Arti - Via Guelfa 85

PROGRAMS OF STUDY

FUA-AUF offers undergraduate, graduate, and special and enrichment programs. Each academic season, over 200 different courses are held at the FUA-AUF campus. Program applications are welcome from all over the world, regardless of citizenship. We believe that the blending of many cultures creates a more diverse and rich student body, which will contribute to the overall experience of the FUA-AUF academic community as well as the local community in Florence. Each application we receive is individually reviewed before a decision is made. Proper academic planning allows students to complete their chosen course or program successfully and efficiently. The institution offers academic advising to accepted students. Each academic program has clearly defined student outcomes that describe the knowledge, skills, and capabilities that students acquire.

Undergraduate:

4-year undergraduate bachelor's degrees that provide a comprehensive general education foundation and a focused major course of study.

US bachelor's degree transfer opportunities in collaboration with FUA-AUF affiliates.

2-year Associate's Degree / Certificate Career Programs featuring 2-year intensive programs that prepare students for career transitions and entry into new fields. Programs taken for 1 year grant the Certificate Career status only.

Study abroad programs allow for short and longer-term study at FUA-AUF as a part of a student's international experience while studying at a home university or individually.

Graduate Programs

1-year master's degrees in focused areas of study.

Two one-year certificate career programs in Culinary Arts and Baking and Pastry are offered to university graduates or working professionals.

Graduate certificate and courses in the area of international education.

Graduate coursework in Food and Wine Studies.

Special Programs

Customized and faculty-led programs for groups and cohorts are regularly organized by the FUA-AUF Special Programs Department.

Please see ADMISSIONS & TUITION BENEFITS for admissions requirements.

UNDERGRADUATE 4-YEAR BACHELOR'S DEGREE PROGRAMS

The 4-Year Bachelor's Degrees at FUA-AUF offer programs that consist of a minimum of 120 credits hours including a major field and the course distribution requirements listed below:

BA Cultural Studies

Concentrations in: Art History / Fine Arts

BA in Digital Publishing and Communication

Concentrations in: Digital Media / E-Publishing / Visual Communication / Product Design

BA in Fashion Design, Merchandising, and Media

Concentrations in: Accessory Design and Technology / Fashion Communication, Promotion, and Media / Fashion Design and Technology / Merchandising, Marketing, and Retail

BA in Food and Wine Studies

Concentrations in: Baking and Pastry / Culinary Arts / Enology / Wellness, Health, and Nutrition

BA in Hospitality Management

Concentrations in: Hospitality Management / Real Estate Management / Special Event Management / Wellness Management

Program Requirements

Some programs may have additional requirements, see specific programs for details.

General Education Requirements (48 Credits)

All bachelor's degree students at FUA-AUF are required to satisfy general education requirements, certain courses that all students must take in order to graduate. These requirements are an important component of post-secondary education. Besides specializing in a major and preparing for a career, students should become familiar with some of the many rapidly changing disciplines. Through these requirements, students expand their historical, aesthetic, cultural, literary, scientific, and philosophical perspectives, improve critical and analytical thinking, and acquire skills in finding, managing, and communicating knowledge. Courses must be taken in areas consistent with General Education component distribution as detailed below.

English Composition (6 credit hours)

Humanities (12 credit hours)

Mathematics (6 credit hours)

Physical & Biological Sciences (6 credit hours)

Social & Behavioral Sciences (6 credit hours)

Diversity & Intercultural Studies (6 credit hours)

Italian Language (6 credit hours)

Approved Course Listing: The Academic Affairs Office periodically releases a list of courses that meets the FUA-AUF's General Education guidelines.

Core Requirements

Seven to ten core courses related to the specific area of study.

Capstone Project

3 credits

Concentration Coursework

24-30 credits completed in selected concentration area.

General Electives, sufficient to reach a minimum of 120 credits (some programs require a higher credit load, please visit program page).

The University requires an overall minimum grade point average of 2.00, with no more than one grade lower than C- in core courses.

For detailed information regarding each program, please refer to the specific Schools.

Program Costs

FUA-AUF tuition and related expense estimates can be found below for the academic year. The actual expenses incurred by students may be higher or lower than the estimated amount and the below is intended as a guide to planning your post-secondary university education. Tuition and other related academic costs are payable to FUA-AUF, most others are privately incurred. Lodgings are available in conjunction with tuition.

Estimated Costs of Attendance for an Academic Year (full-time student)

Tuition per credit 210 euros (students typically take 15 credits per semester, 30 per year)

Housing and Meal Plan (single room supplement, 1600 euros) 6,720 euros

Application fee 120 euros

Application processing fee 100 euros

Student Services fee 440 euros

Library fee 80 euros

Residency/Immigration expenses 155 euros

Books/Supplies (variable) 650 euros

Personal expenses (variable) 2,500 euros

Travel expenses (variable) 1,250 euros

Total Estimated Annual Cost of Attendance 18,315 euros

Tuition Guarantee

In order to facilitate student planning and budgeting, FUA-AUF guarantees the tuition rate as released per academic year in the application form for the students' course of study. Students must maintain full time status and remain in good financial, academic, and disciplinary standing.

US DEGREE OPPORTUNITIES

Undergraduate students have the opportunity to transfer FUA-AUF coursework to a US bachelor's degree program. Courses will be completed in Florence and will require the fulfillment of online coursework as per the program requirements.

2-YEAR ASSOCIATE'S DEGREES / CERTIFICATE CAREER PROGRAMS (Undergraduate level)

The Associate's Degree / Certificate Career Programs are unique for their combination of in-classroom learning and practice in the field alongside professionals in the dynamic local economy of Florence. Coursework and content are characterized by research and practice, supervised by faculty members who are respected industry professionals. FUA-AUF offers the following programs:

Associate of Arts in Communication and Interactive Digital Media

- Year 2 Tracks / Specializations: Photography; Product Design; Publishing; Visual Communication.

Associate of Arts in Fashion Design, Merchandising, and Media

- Year 2 Tracks / Specializations: Fashion Design and Technology; Accessory Design and Technology; Fashion Merchandising, Marketing, and Retail; Fashion Communication, Promotion, and Media.

Associate of Arts in Hospitality Management

- Year 2 Tracks / Specializations: Hospitality Management Reception Professional (WACS); Special Event Management; Spa Management; Real Estate and Facilities Management.

Associate of Arts in Food, Wine, and Wellness Studies

- Year 2 Tracks / Specializations: Culinary Arts Chef De Partie (WACS); Baking and Pastry Chef De Partie; Wine Studies and Enology Junior Sommelier (WACS); Wellness, Health, and Nutrition.

The first year of study consists of two academic levels and awards a One-Year Certificate.

The second year of study consists of four academic levels and awards an Associate's Degree and 2-Year Advanced Certificate.

For Food, Wine, and Wellness Studies only, a 3-Year Master-Level Certificate is available for Culinary Arts Sous Chef (WACS) and Baking and Pastry Sous Chef tracks.

Direct access tracks are available for entrance into the second-year specializations for all areas*. Certificate Career programs may also be taken for one season (Fall, Spring, Summer).

Please see the Admissions section for direct access tracks.

UNDERGRADUATE STUDY ABROAD PROGRAMS

Studying abroad at FUA-AUF offers flexible options throughout the year. The following sessions are held at our campuses in Florence:

Semester/Year

15 and 11-week fall and spring semesters

12-week summer semester

Intensive/Quarter Programs

3-week sessions in the fall, spring, and summer. Any three consecutive 3-week sessions may be combined into a quarter session.

The summer season also features 1-week sessions, 4-week sessions, and 6-week sessions.

In addition to regular academic courses, study abroad students have the option of adding non-credit and for-credit internship and experiential learning courses to their schedules.

A complete list of courses and schedules offered in all academic sessions can be viewed at <http://fua.it/Academics/academic-schedule.html>

Academic calendars with study abroad dates can be consulted at the link <http://www.fua.it/Utility/academic-calendar-detail.html>

Course selections may be subject to change depending on enrollment and availability. The approval of credit loads must be pre-approved in any given academic session. Visiting students who wish to earn credits in addition to the regular load per session must receive approval from their home institution.

FUA-AUF courses may be transferred to other higher institutions through credit granted by FUA-AUF 's School of Record. Please inquire for more details.

The study abroad brochure is available for further details.

GRADUATE PROGRAMS

MASTER'S DEGREE PROGRAMS

The 1-Year Master's Degrees at FUA-AUF require 30 credit hours and the course distribution requirements listed below:

MA Fashion Retail, Merchandising, and Media
MA International Education
MA Visual Media
MA Organizational Management in International Hospitality
MA Health and Wellness Studies

Program Requirements

Common Core (6 credit hours)
2 courses required for all MA tracks.

Concentration Courses (9 credit hours)
3 courses related to the specific area of study.

Electives (12 credit hours)
6 credits designated for the MA program of study.
6 credits can be chosen from other MA disciplines.

Capstone Project (3 credit hours)

Master-level Certificate Career Programs in Culinary Arts and Baking and Pastry (one year two semesters)
These yearlong programs offer two semesters of coursework, lab, and experiential learning hours. These programs make up the third year of the Certificate Career Programs in Food, Wine, and Wellness Studies.

International Education

Graduate courses in international education are offered by FUA-AUF and award a graduate-level transcript through FUA-AUF's School of Record. Courses can be taken as a full semester credit load to obtain the FUA-AUF Certificate in International Education.

Graduate Coursework

Courses from FUA-AUF's School of Graduate Studies also represent the area of Food and Wine Studies. Graduate-level internships and experiential learning are also available.

CUSTOMIZED AND FACULTY-LED PROGRAMS

Undergraduate and graduate-level programs for groups and cohorts are regularly organized by FUA-AUF's Special Programs Department. Programs may be faculty-led and scheduled throughout the calendar year. Please write to specialprograms@fua.it for further details.

ACADEMIC STANDARDS AND REGULATIONS

Faculty Senate

The FUA-AUF Faculty Senate is the organization whose purpose is to review, evaluate, and make recommendations for the educational policies and practices of the institution. Educational policy is defined in the academic catalog while the Senate bylaws describe how policy is observed and enacted. The bylaws provide guidelines for Senate members on matters ranging from academic regulations to curriculum development and objectives, student petitions, and faculty-related topics. Senate deliberations and recommendations with regards to faculty are summarized in the Faculty Guidelines and Best Practices for Course Delivery. The Senate meets on a monthly basis.

Academic Freedom

FUA-AUF maintains for individuals in a teaching capacity at the institution a policy of freedom of inquiry, instruction, research, and publication throughout the duration of employment. Knowledge sharing and evaluation do not conform to orthodox beliefs, methods, and practices. The institution and its faculty body represented by the Faculty Senate are involved in establishing the processes through which goals and outcomes are fulfilled for academic programs and purposes. Faculty members and those in instructional roles have the right to address issues as related to the teaching assignments they hold. Such figures are not authorized, however, to redirect students towards one's personal perspectives, and must abide by the academic procedures, standards, and regulations in place as highlighted by Faculty Guidelines and Best Practices for Course Delivery.

Course Registration

A student's selection of a program of study is usually based upon academic interests, vocational objectives and personal growth objectives. Individual course selection and registration is a function of the program of study.

Course selection and registration procedures have been established for each student's status and additional details pertaining to the course selection are communicated as part of the applicable acceptance process.

Class offerings, dates, times and deadlines and other important registration details specific to each session are published in that semester's class schedule which is available online.

Not every course listed in the catalog is offered each session, please consult the website to view the updated list of courses offered for all academic sessions. <http://fua.it/Academics/academic-schedule.html>

All courses are taught in English unless otherwise indicated.

Academic Load

A full-time semester load is considered 12 credits for undergraduate students and 9 credits for graduate students. Should a student visa be required for either category, a minimum of 12 credits will be required in a single semester.

Courses with Italian language component and Italian language courses

All semester (Fall and Spring) students are encouraged to enroll in one course with an Italian Language Component Course. Italian language intensive courses are offered in each intensive session. Please refer to the individual program descriptions for full details. Please note for non-beginning students: language level changes cannot be made after the final registration period upon arrival in Florence. Please see the "Registration changes" section below for a detailed timeline.

Course Fees

Certain courses require additional course fees. Course fees cover course-related activities and support the instructor's teaching methodologies. In addition, students enrolled in certificate career programs must pay a school kit fee in order to participate in the program. Information regarding course fees and school kits is communicated prior to student arrival in Florence.

Registration changes

Upon the submission of a student enrollment, students may make registration changes if permitted by the program during the pre-arrival course registration period before arrival in Florence. The final registration phase takes place upon arrival in Florence: Fall and Spring semesters: Students are entitled to one course add and/or drop for the entire semester.

- 11/12-Week semester: A final registration period takes place during the first week in Florence. The last day to drop is the first Friday of the first week of the semester. All changes after that date will be recorded as a W on a student's transcript (from the 9th lesson any changes are recorded as a WF on a student's transcript).

- 15/16-Week semester: students may choose to apply one registration change to either the Session I 3-week courses (on the date prior to the first lesson) or the 11-Week semester (see above).

Intensive sessions: The final registration period takes place on orientation day prior to the first day of class. No changes are permitted during the January Intersession.

Note: No registration change requests will be processed after the aforementioned deadlines. All requests must be submitted through the MyFUA portal and, in the case of visiting students, require approval from the student's home institution or provider. At the end of each day of the final registration period in Florence, it is the student's responsibility to check if the request is approved. Requests are not finalized until the student receives an updated official registration. Only ONE course add and/or drop request is permitted per student (this means that all requests to change the Official Registration must be made simultaneously). Visiting students are solely responsible for ensuring that any changes made to their official registration will transfer to their home institution, as all processed requests are final.

If a class change is accepted during final registration:

- Students will receive an updated Official Registration by email and find an updated copy on the MyFUA portal.

If a class change is not accepted during final registration:

- The student will receive an email from the Registrar's Office stating as such.

- Students may complete another request (only during the final registration period, as mentioned above).

General Rules and Regulations:

- Students may not drop the following courses: Independent Studies (or courses that will run as Independent Studies), SPEL/Internships, or degree requirement courses.

- Semester (Fall/Spring) undergraduate course loads may not drop below 12 credits.

- Switching from one section to another section of the same course, including Italian language courses, is considered a course change.

- Switching levels of the same course does not constitute a change (changes in Italian Language course level DO NOT count as a registration change request).

- For any courses dropped upon arrival in Florence, refunds are not granted for any reason whatsoever.

- Once in Florence, students may not switch programs (i.e. from Certificate Career Program to Study Abroad).

Requests Made After the Final Registration Period:

- Courses dropped after the Final Registration Period will result in a "W" (0 credits) for that course on the transcript.

- Courses dropped after the withdrawal deadlines outlined in the subsequent section will result in a "WF" (0 credits) for that course on the transcript.

- Note for visiting students: Students enrolled through partnering organizations are responsible for requesting approval for courses for which the home institution will grant credits and increasing the overall number of credits taken.

Withdrawals and Extenuating Circumstances

Withdrawal/Late Withdrawal

Any voluntary withdrawal after classes have begun must be officially registered. Students must fill out the required form and return it to the Registrar's Office. Once this procedure has been completed, the student forfeits course credits as well as tuition and fee refunds. Transcripts will be issued with a W next to each dropped course (any course dropped after the 8th lesson will be marked at a WF). Students are eligible for withdrawal only if the number of absences does not exceed the limit for automatic failure (please see attendance policy). Students who drop their courses without going through the procedure outlined above will receive a failing grade and will receive an F on their transcripts.

Students are required to become familiar with FUA-AUF policies, procedures and deadlines. Please refer to the Academic Calendar published each semester in the Course Schedule for specific deadlines.

FUA-AUF reserves the right to cancel or combine classes; to change the time, dates, or locations; or to make other necessary revisions in class offerings. FUA-AUF may discontinue courses and make changes to the course offering.

Extenuating Circumstances

Extenuating circumstances are defined as serious illness requiring hospitalization or death in the immediate family. All petitions related to such circumstances must be submitted to the FUA-AUF Faculty Senate for review and include supporting dates and official documentation that certify the extenuating circumstance.

The following petitions related to extenuating circumstances may be made from Lesson 9 onwards if the student has successfully attended 50% of the course hours (for 1/3-week and Survey of Italian Art Field Learning courses, 50% of both course and FL hours) and is in satisfactory academic standing of C- or better.

- Cases requiring leave from program but the conditions allow for Remote Program Completion: students complete the coursework and exams on MyFUA.
- When extenuating circumstances prevent students from completing a major course requirement such as a final exam and/or final project:
 - Students have up to 7 maximum days from the date of the exam to make up the missed final exam and/or final project.
 - If the extenuating circumstances do not allow for the final exam and/or final project to be completed within 7 days of the exam date, FUA-AUF will issue an Incomplete status for the courses.

Lesson 1 2 3 4 5 6 7 8
Students may request a Withdrawal (W).

Lesson 9 10 11 12 13 14 15
Any withdrawal request results in a Withdrawal/Failure (WF).

Remote Program Completion and Incomplete status for extenuating circumstances are applicable if at least 50% of coursework has been completed.

Please note: For Field Learning courses, the 50% of course hours referenced above applies to the completion of both lecture and FL hours.

MYFUA ONLINE PORTAL FOR STUDENTS

FUA-AUF has a paper-free policy and is committed to environmentally friendly and sustainable initiatives. All course documentation is digital and can be found at MyFUA, the online portal for all students and faculty members.

SYLLABUS

The course syllabus is the student's guide to the course. Students should receive a syllabus at the beginning of each course that describes the course, policies within the course, and procedures that govern the delivery of the course. Syllabi are available on MyFUA, the online portal for FUA-AUF students and faculty. Students are responsible for obtaining the syllabus and understanding the course policies in the syllabus. Any questions regarding information in the syllabus should be directed to the instructor for clarification. Students are responsible to be aware of any required site visits, or extra course activities which may occur on days or at times other than the scheduled class meeting times. To access all course materials students are asked to log into the MyFUA platform using their Student ID card.

FUA-AUF POLICY FOR CONTACT / CREDIT HOURS

FUA-AUF Unit of Credit

The unit of credit used at FUA-AUF is the semester credit hour.

1 Credit approximately corresponds to 2 ECTS credits.

Contact hour relationship: An academic hour consists of 50 clock minutes of contact time. Contact hours comply with the New England Commission of Higher Education's (NECHE) policy on credits and degrees.

1. Lecture

A semester credit hour is earned for fifteen 50-minute sessions of classroom instruction with an expectation of two academic hours outside of the classroom for each session. A semester credit hour is thus earned for 15 academic contact hours of lecture plus 30 hours of academic work outside of the classroom.

2. Field Learning, Service Learning, Laboratory

A semester credit hour is earned for fifteen 100-minute sessions with an expectation of one academic hour outside of the classroom for each session. A semester credit hour is thus earned for 30 academic contact hours of FL/SL/Laboratory plus 15 hours of academic work outside of the FL/SL/Laboratory hours.

3. Experiential Learning, Clinical Practice

A semester credit hour is earned for fifteen sessions, each session represents a minimum of 150 minutes. Due to the unique learning model at FUA-AUF, EL hours are dedicated to community-gearred projects that are guided by faculty within FUA-AUF facilities (CEMI). CP hours are associated with the local health system, and also include research and projects such as classroom activity and writing assignments. All hours represent a combination of project-oriented learning and faculty supervision. A semester credit hour is thus earned for 50 academic contact hours of EL.

4. Internships

A semester credit hour is earned for a minimum of 40 clock hours of supervised academic activity that takes place outside of the institution.

5. Independent study

A semester credit hour for independent study is earned for the equivalent of forty-five 50-minute sessions of academic activity fulfilled by the student. Independent study is defined as study completed through initial guidance, critique, review, and final evaluation of student performance by a faculty member.

Please note: Credit hours may be earned in intensive sessions proportionately to those earned for the same activity during a semester term.

ATTENDANCE

Academic integrity and mutual respect between the instructor and student are the foundation of any academic institution. This is reflected in the attendance policy. Class attendance is mandatory and counts towards the final grade. The number of absences is based on the number of class meetings missed. Students who arrive late or depart early from class may be counted as absent.

Standard Attendance Policy

Absences are based on academic hours - 1 absence equals 3 academic hours.

On the second absence the attendance and participation grade will be impacted.

On the third absence the instructor may lower the final grade by one letter grade.

The fourth absence constitutes automatic failure of the course, regardless of when absences are made.

GRADUATION AND DEGREE COMPLETION TIME LIMIT

Students in the process of completing their degrees must formally apply for graduation and pay the relative fee through the procedures and timeline provided by the Registrar's Office. From the time of initial enrollment, degree requirements must be fulfilled within 10 years for undergraduate students and within 5 years for graduate students.

LEAVE OF ABSENCE AND READMISSION

Undergraduate students: Up to two semesters may be requested for a leave of absence. Evaluation of any additional requests may be petitioned for medical emergencies requiring hospitalization. A third, unauthorized leave of absence will result in an automatic withdrawal from the program and the student must reapply for admission.

Graduate students: Maximum one semester's leave of absence.

The leave of absence must be authorized prior to the start of the academic term and cancellation penalties for program fees, if already fulfilled, will be applied according to the cancellation deadlines. Requests for the leave absence should be made through the Academic Affairs Office. Should the request require a petition for special circumstances, a Faculty Senate review will be conducted. All approved leaves of absence will be communicated to the Registrar's Office. The readmission process must be fulfilled through the Registrar's Office at least 30 days prior to the upcoming term start.

Authorized leaves of absence do not reduce the total number of years allowed for the degree completion time limit outlined in the graduation section of the catalog.

RELIGIOUS HOLIDAYS

Only official Italian state holidays are recognized.

TEXTBOOKS

Information (price and location) on your textbooks is in the course syllabus.

SITE VISITS AND FIELD LEARNING

Certain classes may have site and museum visits (and/or overnight field learning activities) as a mandatory part of the course. Students will be informed during the first lesson on details (when, how) and if there are any additional costs. Course fees are not refundable. In the case of an absence, no refunds are granted.

GRADING AND EVALUATION SYSTEM

The grading scale below is used in establishing the final course grade.

A 93-100%; A- 90-92%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%; C 73-76%; C- 70-72%; D 60-69% (minimum passing credit); F 0-59%

F / Failure: In the case of failure due to excessive absences the procedure outlined in the attendance policy will apply.

W / Official Withdrawal: Students whose absences do not exceed the limit for automatic failure (see attendance policy) may withdraw from a course until the deadlines specified in the withdrawal procedure (see Withdrawal and Late Withdrawal/Incomplete sections in previous pages).

WF / Late Withdrawal: Is assigned to students who do not withdraw by the final withdrawal date as established by the withdrawal procedure.

I: Incomplete

Please note: For W / Official Withdrawal, WF / Late Withdrawal, and Incomplete, please read their pertinent sections in the academic policy for full details and procedures.

Auditing is not permitted.

Pass/Fail is not permitted.

Grade Point Average: FUA-AUF uses the 4-point system as a measure of academic success. Academic letter grades carry the following values: A = 4.00; B = 3.00; C = 2.00; D = 1.00; F = 0.00

The syllabus of each course outlines how submitted coursework and student performance are evaluated according to the above grading system.

Grading as per FUA-AUF policy exclusively occurs on the MyFUA and are submitted by faculty members on the academic portal for each course scheduled at FUA-AUF.

Please note that in addition to grading evaluation for academic courses, evaluation methods are also conducted as a part of the FUA-AUF assessment system for improving the overall learning and teaching process for students and faculty as well as for staff development.

EXAMS

All students must take quizzes, midterm and final exams at the established exam time and date indicated in the course syllabus. The date and time cannot be changed for any reason. Not attending during the designated Exam or Quiz day will result in a zero and no credit for the exam; the final grade will be adjusted accordingly. This institution does not offer Pass/Fail grades, Incomplete, or Audits; but only letter grades for exams. All courses registered for and grades received for those courses will be shown on a student's transcripts.

Permission will be given to reschedule exams in case of a student being hospitalized or with a significant health or mental health issue or for urgent family-related issues; each case will be individually reviewed and decided upon by the Faculty Senate. Requests should be made in writing and directly to the Faculty Senate through a petition. Each request must be provided in writing and provide details regarding the request and be accompanied by any necessary documentation. Requests must be filed prior to the date of the scheduled exam.

Should the request be accepted the exam, date and time will be rescheduled. The student will not under any circumstance be able to reschedule this date. Faculty will work with the student and the Faculty Senate in order to provide conditions for a comparable exam to be given to the student. Testing fees are applicable.

PROCTORED EXAMS

Proctored exams are authorized only in the case of severe emergencies and courses deemed "Incomplete." In both cases, the authorization must be formally granted by the Faculty Senate. For incomplete courses, please see Late Withdrawal.

TRANSCRIPTS

Final transcripts are released by the Registrar's Office typically within 4-6 weeks of the conclusion of the academic season of enrollment. Two official copies are shipped express to the student. The timetable for issuing formal official transcripts is consistent with the practices of most US universities. Transcripts of visiting students will be mailed directly to the affiliate organization. In all cases, transcripts will be withheld from students who have not satisfied their financial obligations with the institution.

Fees per additional copy request:
€60 hard copy fee and €40 shipping fee
€25 electronic copy fee

School of Record

For students from non-affiliated institutions (see website for list), US credit can be issued through FUA-AUF's School of Record.

RUSH TRANSCRIPTS

All requests for Rush Transcripts must be made by sending the official form to the Registrar's Office within the deadline written in the rush transcript request form. In the event a rush transcript is needed to meet graduation deadlines, FUA-AUF can issue unofficial or official transcripts shortly after all final grades are turned in. Typically this is within two weeks after a semester's close.

Visiting students: Transcript requests must be made directly by an academic advisor or an appropriate administrator of the affiliate organization. The request should indicate the home institution's respective deadlines for priority processing. Any request that arrives directly from the student will not be considered.

To facilitate this service to our students, the following procedure is intended to help streamline and standardize the process:

I. Rush Official Transcript Requests

The Registrar's Office issues and sends a hard copy or emails a pdf copy of the Official Transcript to the provided address (or affiliate organization for visiting students).

Fees:
€60 hard copy fee and €40 shipping fee
€25 electronic copy fee

II. School of Record Transcripts

Please note that our School of Record partner, for applicable programs, has independent procedures for the processing of transcripts that cannot be changed or influenced. It is therefore not possible to provide a rush School of Records Transcript. Transcript processing may take up to 10-12 weeks.

GRADE DISPUTES

FUA-AUF is dedicated to fair and accurate appraisal of students' coursework. When disagreements arise over final grades assigned for a course, students and faculty are to follow the procedures below for resolving the dispute. No formal grade dispute procedure will be invoked when the magnitude of disagreement is less than one full letter grade. A student who wishes to file a grade dispute must contact their home university or provider as soon as possible and by no means later than six months after the end of the session. Students should never contact, for matters of grade disputes, the professors directly. The request must be in writing and must identify the course, session, grade received and the reason for the appeal. The students shall assemble all relevant class material (syllabus, returned assignments, tests, papers) distributed or returned by the instructor to the student. These materials must be provided within two weeks of the date of the written appeal. If the student cannot produce all such documents, the grade dispute ends at this stage with no grade change.

Concurrently, the instructor will assemble all relevant material retained for the student (final exam, midterm) within two weeks of the date of the written appeal. A copy of these documents along with the syllabus, grade report, and the instructor's written response to the student appeal, are to be forwarded by the instructor to the Academic Affairs Office. The Academic Affairs Office will refer a blind copy of the relevant material to a nominated Faculty Senate meeting. After reviewing all relevant material, the Faculty Senate shall make the final decision of grade assignment. The decision is not subject to appeal. The Academic Affairs Office will notify all involved parties and, in the case of a grade change, the Registrar's Office.

LEARNING AND PHYSICAL DISABILITIES

FUA-AUF is committed to providing all students with a comfortable, productive and non-discriminatory academic environment. Assistance is offered to students who have demonstrable and/or documented learning disabilities upon request submitted before arrival in Florence. Students should note that they may not have the same level of services and facilities available to them at their home institution.

FUA-AUF offers separate exam rooms, extra time for exams, and computer use for written exams. All other accommodations must be negotiated on a case-by-case basis prior to student arrival in Italy and may require additional fees.

Students must notify the Admissions and Academic Affairs Offices prior to the start of the session of any learning disability should they wish to request accommodation. Notification or documentation of a learning or physical disability may not be submitted once the term has started. FUA-AUF will process the request and inform the student of accommodations if authorized.

Every effort will be made to accommodate students with physical disabilities. Students with mobility difficulties may find the city of Florence to be an uncomfortable environment with its ancient, cobblestone streets, narrow and uneven pavements, steep steps, and lack of elevators.

NON-DISCRIMINATION POLICY

Institutional policy prohibits discrimination against current or prospective students and employees on the basis of race, color, sex, religion, national origin, age, disability, sexual orientation or any other legally protected category. Furthermore, anti-discrimination policy is upheld for all institutional employees in compliance with Italian labor law as stated in the Staff Manual.

STUDENT RECORD POLICY

Student records and personal data are kept in accordance with the EU Regulation 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data (GDPR, General Data Protection Regulation).

FUA-AUF 's adherence to these regulations makes every effort to comply with FERPA privacy requirements in the USA.

ACADEMIC HONESTY AND BEHAVIOR POLICY

During the first MyFUA portal login, students are required to sign an agreement regarding the FUA-AUF Academic Honesty and Rules of Behavior.

Students are expected to maintain the highest standards of academic conduct. Violations of the Academic Honesty Policy include: cheating, plagiarism, fabrication, falsification, or physical theft. All forms of Academic Dishonesty are at odds with our mission and the educational experience, and are amongst the gravest offenses a student can commit.

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study materials in any academic assignment (homework, paper, quiz, presentation or examination).

Plagiarism: Accidentally, knowingly, or intentionally representing the words or ideas of another as one's own in any academic assignment (homework, research paper, presentation, quiz or examination).

Dishonesty Conduct: Academic dishonesty includes, but is not limited to, the following:

1. Theft of a quiz or examination.
2. Submission of a paper purchased from a paper mill or written by another. This includes swapping papers in on-line forums with other students.
3. Alteration, theft, or forgery of university documentation.
4. Intentionally delaying submitting work or the delaying of an examination to gain an unfair advantage.

Procedures and Penalties for Violation of Academic Honesty:

An instructor who has evidence of a violation of the Academic Honesty policy may avail themselves of the following options:

Discuss and assess the situation, in terms of gravity of the offense and motivation, with the student.

Issue an oral/written reprimand to the student.

Request that the student repeat the assignment or retake the quiz or examination. In such cases, the assignment or exam may be significantly different from the original.

Lower the grade of the assignment in question.

Assign the student a grade for the assignment in question.

Assign the student a grade for the entire course in the case of a serious or repeated offense.

STUDENT CONDUCT POLICY

FUA-AUF's mission is to create a stimulating cultural environment that fosters both creative and intellectual growth. In order to provide such an environment, we have established rules of conduct consistent with this goal. When you enroll, you agree to abide by the established rules of conduct, both while on and off campus.

Behavior within the Community

Each student is expected to act as a responsible member of the school and residential community while attending. Reckless or dangerous behavior within the campus, housing, or local community is prohibited. Damage to or destruction of campus, housing, or fellow student property is against institutional policy. Violation of these policies may affect academic standing and may result in probation and/or expulsion.

Drug Abuse

The unlawful possession, use or distribution of illegal drugs or prescription medication by students is in violation of both campus policy and Italian Law. Violators are subject to both disciplinary action by FUA-AUF and prosecution by Italian authorities. Possession or use of illegal drug will result in suspension or dismissal. Please Note: the drug Adderall, commonly used for treatment of ADD or ADHD, is not available in Italy and is, in fact, considered a narcotic. The sharing of Adderall, or similar drugs among students is considered a crime according to Italian Law and will be viewed as such by the school. Students who are prescribed this drug must inform FUA-AUF staff before departure for their records. Students must have a prescription for the medicine from their doctor. Plus, as well as a letter stating that the said party must take the medication on a daily basis for health purposes, for the duration of the program. It is advised to consult a doctor for possible alternative medication.

Alcohol Abuse

Drunkness and intoxication are unacceptable, regardless of age. The abuse of alcohol by students, on or off campus, is a violation of institutional policy. Violation of this policy may lead to mandatory rehabilitation or counseling, and may affect academic standing or possibly result in expulsion.

Assault and Fighting

Assault, defined as a physical attack or immediate threat of force against another person with intent to cause harm, is a violation of campus policy and is deemed a serious offense and will result in immediate suspension or dismissal. Fighting, defined as two or more people engaged in physical attempts to harm each other, is a violation of campus policy. A student will be found in violation of this policy if he or she uses any violence that exceeds the force necessary for self-protection. Violation of this policy may result in suspension or dismissal.

The use of threats of physical violence is prohibited. Violation of this policy may result in suspension or dismissal.

Sexual Harassment Policy

We seek to maintain a learning environment free from sexual harassment, including sexism in the classroom, unprofessional conduct in faculty-student relationships and inappropriate conduct between fellow students.

These kinds of behavior are barriers to the educational purposes of the institution. Sexual harassment is a violation of school policy and is deemed a serious offense by the institution. The determination of what constitutes sexual harassment varies with the particular circumstances; however, it may be described generally as unwanted sexual behavior, such as physical contact or verbal comments or suggestions that adversely affects the working or learning environment of an individual. Any student who believes that he or she has been sexually harassed is encouraged to bring the matter to the attention of the Dean of Students or a Student Advisor. There are specific procedures for the resolution of sexual harassment and inappropriate or unprofessional conduct, ranging from informal counseling and mediation to formal procedures for disciplinary action.

Separation

FUA-AUF reserves the right to administratively separate a student for health or psychological reasons whenever there is concern for the safety or well-being of the student or others.

Every student must know the policies and procedures. Accordingly, each student will receive a copy of these policies at the beginning of the academic term. FUA-AUF reserves the right to change or modify policies and procedures at any time. Should changes occur, students will be notified through either printed material or electronic communication. It is the student's responsibility to read these notifications

Enforcement of Policies

Determination of Violation

In the case of a violation of the code of conduct, the following process will be followed:

1. After a report is filed, the student will be required to meet with the Dean of Students, the Academic Affairs Office or a designated delegate.
2. This meeting will provide an opportunity for the student and the designed delegate to discuss the charge of policy violation.
3. If the student does not admit to the charge, it is the responsibility of the designated delegate to decide whether the evidence demonstrates a violation of policy.

Conflict Resolution

FUA-AUF is committed to fulfilling its mission and meeting its obligations as an institute of higher education. However, it recognizes that members of its community may encounter issues or occasionally be dissatisfied with the service they receive.

FUA-AUF is therefore committed to maintaining an effective procedure to allow members of its community to voice grievances, and to investigating complaints and rectifying any errors.

FUA-AUF encourages and endeavors to resolve grievances informally at the earliest opportunity before the formal procedure is required. Problems, complaints and/or grievances may involve other students, staff, faculty or university policies or procedures.

Academic Issues

Academic issues must be brought to the attention of the Academic Affairs Office. Some issues may require an evaluation of the FUA-AUF Faculty Senate. In such cases, students are asked to file a formal petition. The Senate meets once a month and will evaluate the documentation, including a personal statement, submitted by the student to determine the petition outcome. The Faculty Senate has the authority to decide upon all academic matters.

Non-Academic Issues

Students should first contact the parties or offices directly involved (i.e. fellow student, staff member) in a frank, respectful way. Any communication should describe clearly the nature of the issue, the names of any parties involved and a description of any efforts made to resolve the problem. If this does not resolve or clarify the situation, the student should then seek an appointment with a Student Advisor. In the event this does not resolve any dispute or provide a satisfactory understanding of the situation, the student should write to the Dean of Students to request an appointment.

Please note that grievances related to services or policies of a third party affiliate organization should be submitted directly to these persons/parties, and not to FUA-AUF. Persons not enrolled in the institution may submit formal complaints in writing to info@fua.it or Florence University of the Arts - The American University of Florence, Corso Tintori 21, 50122 Florence. Formal complaints will be referred to the relevant staff member.

Sanctions

In the case of policy violation, the Dean of Students, the Academic Affairs Office, or a designated FUA-AUF officer will choose from following sanctions: written reprimand, restitution of damages, academic probation, suspension, or expulsion.

If a student behavior in the school, community, or housing is considered inappropriate, the student will be put in probation.

Students placed on academic and /or behavioral probation will be required to complete service hours within FUA-AUF. The details concerning the amount of hours and activities will be communicated to the student following the initial probationary meeting.

A second violation will result in expulsion.

In the case of serious offenses, students may be expelled immediately, without a probationary period. In instances where a student demonstrates a threat to the physical or emotional safety of him or herself or others, the student may be immediately expelled without a probationary period or may be immediately separated pending the outcome of the adjudication process.

In the case of expulsion, the student will receive no refund of tuition or housing payments. FUA-AUF reserves the right to contact the student's family to inform them of the violation, and the affiliate organization in the case of visiting / study abroad students.

Appeals

A student has the right to appeal a sanction pursuant to the Student Code of Conduct. Generally, an appeal is only heard if there is significant new information that has been discovered which alters the facts of the matter and may alter the outcome. The severity of a sanction is not a legitimate ground for an appeal.

The student's exercise of appeal must be made to the Dean of Students in writing and must be received within five (5) business days of the date of the sanction.

If the Chief Academic Affairs Officer decides that the appeal has merit, a panel of three impartial university personnel will be appointed to an Appeal Committee. Faculty members may serve as Appeal Committee members. The Committee may choose to let the sanction stand, void or alter it. The sanction severity may be increased or decreased. If the Dean of Students decides that the appeal does not have merit, the sanctions are immediately effective. During the appeal process, the Dean of Students will determine which, if any, sanctions will be imposed awaiting a final decision.

Classroom Rules and Regulations

Please note that some courses and departments have specific regulations regarding uniforms, equipment usage, and materials. Examples include courses related to culinary arts, photography, and fine arts. Please see the course syllabi and Student Manual for further details.

STUDENTS

FUA-AUF serves an international and richly diverse study body represented by all corners of the world. An average of 30-40 nationalities represented each academic year. As a free-standing, private, and non-denominational institution, FUA-AUF upholds a non-discriminatory stance to maintain cultural diversity and integrity. Admissions requirements are clearly stated for each program and can be consulted in the academic catalog and online.

FUA-AUF seeks program candidates who are inquisitive, internationally-minded, and committed to making an impact through their course of studies on the local landscape of Florence and Italy. Candidate profiles are currently reviewed for high school graduates seeking associate's and bachelor's degree opportunities and transfer students transitioning to bachelor's degree studies. Beyond standard admissions criteria outlined in the Academic Catalog and Admissions requirements, the institution encourages students who are ready to embrace the engagement-based model to apply and partake in an academic endeavor that will transform both the student and the local community in a stimulating environment.

In accepting admission each student subscribes to and fully accepts the standards of personal conduct and group living in Florence. Upon arrival in Florence, students must accept FUA-AUF's general terms and conditions prior to accessing the MyFUA student and faculty online portal.

Policies and practices governing students and student life are found in the Student Manual distributed during orientation at the beginning of each term and available on MyFUA.

The Student Manual provides information on student life resources, assistance, and activities at FUA-AUF and their applicable policies and procedures. The manual includes useful emergency contacts that students should become familiar with. The manual also contains all academic rules and regulations that apply to the enrolled students. It is within the student's responsibilities to be aware of all applicable academic policies.

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Academic Affairs Office for issues related to each student study experience. The staff provides advising to students to assure successful completion of all courses.

Student Life Department and Development Department for counseling, advising, health care referrals, emergencies, and extracurricular activities.

Housing Office for issues related to housing secured through FUA-AUF.

Please note that all enrollment-related items are handled by the FUA-AUF Admissions Office.

STUDENT LIFE & DEVELOPMENT

Students may reach out to the SLD department for:

General health and medical services, medical referrals, and emergency assistance.

Housing assistance and emergencies.

Extracurricular activities, see following pages for descriptions.

Counseling and information on life in Florence

Writing support service

Career Center

Extracurricular Activities

Orientation activities: Offered during orientation to help students transition to life in Florence through opportunities such as the Bare Necessities shopping tours and Living in Florence seminars.

Connecting Cultures: Designed to increase cultural awareness for participating students. Activities include:

- Guided workshops
- Community Outreach volunteer opportunities
- Chat Pal language exchange activity in collaboration with native Italian speakers
- Italian Family Club that allows students to be “adopted” by an Italian family for cultural exchange
- City Walks excursions designed to broaden student appreciation of Florentine neighborhoods

Sports Night & the Palestra: Weekly sporting activities get students involved in athletic activities such as soccer while a mini-gym is available for student use from Monday to Friday.

Musing Club: Weekly music events, visits, and performances for music lovers.

Blending: Student involvement in FUA-AUF's semesterly magazine, a licensed product of journalism in Italy.

EFL: Educational Field Learning department offering one-day and weekend experiences throughout the academic terms.

Extracurricular events and activities offered by Palazzi CEMI

Students may also participate in events organized by the Palazzi CEMI and open to the general public.

Housing in Florence

The Housing Office is pleased to assist with the housing arrangement process for students. FUA-AUF does not own or lease apartments but works as a facilitator to assist students in finding accommodation during their stay in Florence. The Housing Office's objective is to facilitate the students' study abroad experience. Students choosing to secure housing independently must notify the admissions office. Housing options that we arrange for incoming students are:

Apartment Housing

Italian Family Homestay

Please refer to the housing brochure for further details.

FUA-AUF Units

Ganzo and Fedora, the Apicius CEMI, offer meal plans that feature:

5-unit meal plan per week of residency for an FUA-AUF academic session.

Units may be used at Ganzo and Fedora during their operating hours.

Between lunch and dinner, Ganzo offers afternoon snacks and light meals for students who have classes scheduled during regular lunch hours.

Meal plans are included with apartment housing obtained through FUA-AUF. Additional meal units and meal plans for the general public can be purchased in Florence.

FUA-AUF units may also be used at Sorgiva, the Apicius spa CEMI.

ADMISSIONS & TUITION BENEFITS

Admissions

Admissions processes are handled by the FUA-AUF Admissions Office. Please refer to the admissions area of the FUA-AUF website for the application form and detailed program and applicant criteria, costs, payment methods, and processes: www.fua.it/Key-Info/admissions-information.html

Applications are rolling, meaning that FUA-AUF accepts applications on a continuous basis; the first to arrive and be approved will be the first to be enrolled in the program chosen. If a program does not reach the minimum number of enrollments required, the institution may reduce the number of hours of some courses.

Study Visa And Permesso di Soggiorno

It is the student's responsibility to obtain the study visa. Study visas may be required depending on student nationality and period of study. The Italian Ministry of Foreign Affairs (Ministero degli Affari Esteri) outlines the requirements and procedures for when a visa is required. These regulations are subject to change according to the decisions of the Italian government. The Ministry's website may be consulted in English for further information, which includes a query according to nationality/residence to determine whether a visa is necessary: vistoperitalia.esteri.it/home/en

Visas are obtained at the Italian consulate covering your area of residence. Consulates require a series of documents in order to issue the study visa. Among these documents, FUA-AUF provides the following: letter of enrollment and international insurance coverage, if students do not have their own coverage for studying and living abroad (this must be specified on the application form).

Transfer Credits

For four-year programs, the following number of maximum credits may be transferred to AUF programs:

- 90 semester credits for four-year bachelor's degree programs. At least 30 credits must be completed at AUF.
- 36-54 semester credits for the AA / 2-Year Certificate Career programs.
- A maximum of 6 credits for master's degree programs.

Transfer credits from other institutions are only accepted for coursework successfully completed within the last 10 years for undergraduate transfers and 5 years for graduate-level transfers.

Tuition Benefits

Further details related to tuition benefits, scholarships, and funding opportunities and regulations can be found at: <https://fua.it/Admissions/scholarships.html>

- United States of America:
 - Tuition Benefits for US Veterans, Department of Veterans Affairs. Certificate Career Program assistance has been approved for US students seeking financial aid.
 - For Certificate Career Program students not currently attending a US university or college, and who are seeking financial aid through a third party, financial aid certification can be provided through our School of Record.
- Europe: Students from Italy and the European Union who are enrolling individually at FUA-AUF may apply for a tuition reduction. Country-specific funding and loans are also available.
- Senior Study Abroad: applicable for individuals over the age of 50 for study abroad programs (direct enroll only)
- BA & AA Scholarships and financial aid payment plans
- Study Abroad Cody Durbin Scholarship
- RA Scholarships
- External Scholarships: Endicott Stagiaire opportunity for Apicius Career students
- Other US-based Scholarships: James Beard Foundation

ALUMNI

FUA-AUF's Alumni Association is available for professional networking, informative, and updating purposes. The association is a main supporter of alumni opportunities such as reunions, activities, academic conferences, or employment opportunities. The alumni site features a members-only area for upcoming opportunities.

SCHOOL AND COURSE DESCRIPTIONS

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

The academic catalog is organized according to FUA-AUF's academic divisions and further subdivided in to specific schools and departments.

Each course has a unique course code that reflects the school, department, course, and level. Initials in parenthesis next to titles of schools and departments refer to the course codes.

APICIUS

International School of Hospitality
School of Food and Wine Studies (FW)
School of Hospitality (HP)
School of Sports and Health Sciences (SH)

DIVA School of Digital Imaging and Visual Arts (DI)

FAST School of Fashion and Accessory Studies and Technology (FT)

IDEAS School of Interior Design, Environmental Architecture and Sustainability (ID)

ISB International School of Business (BU)

J School School of Journalism, Communication and Publishing (CP)

SAS School of Arts and Sciences
School of Fine Arts (FA)
School of Global Studies (GS)
School of Horticulture (HC)
School of Liberal Arts (LA)
School of Life Studies and Human Sciences (LS)
School of Professional Studies (PS)
School of Sciences and Mathematics (SM)

sQuola Center for Cultural and Italian Studies (IS)

School of Graduate Studies
Graduate course codes reflect their relative departments and disciplines.

Course descriptions are composed of:

Course Code - Official code

Course Title - Official course title

Credits and Course Hours - Details number of semester credits earned for the successful completion of the course and a detailed breakdown of how class time is utilized.

Course Description - Official course description.

Prerequisites - Some courses may have a prerequisite such as completion of an introductory or complementary course. Other prerequisites may emphasize a strong background or interest in a particular subject.

Please note:

The same course may appear in more than one department or school. Course codes will vary depending on the cross-listed department.

Online course schedules also include information regarding course sections, day/time of the week, and course notes, which generally detail the type of specialized equipment necessary to successfully complete the course, specialized hours in addition to lecture hours if applicable, etc.

Course Numbering System

All of the undergraduate courses are numbered in the following manner:

100 - 299 Lower division courses

300 - 399 Upper division courses

400 - 499 Introductory courses to graduate studies

500 - 599 Introductory graduate courses

600 - 699 Advanced graduate studies

Course Numbering Example

LA AH RA 300 - Renaissance Art in Florence

The first pair of alpha characters designates the division/school within FUA-AUF:

LA for School of Liberal Arts

The second pair of alpha characters designates the department within the school. The third set of alpha characters designates the course within the department. The numerical characters designate the level of the course.

LA: School of Liberal Arts

AH: Department of Art History and Architecture

RA: Renaissance Art

300: Upper division course

APICIUS International School of Hospitality

APICIUS International School of Hospitality is the first international institution of its kind in Italy. The city of Florence, a top global destination for tourism, offers an unparalleled environment for hospitality studies. Founded in 1997, the school is an internationally respected leader in academic and career-oriented education. Three main areas of studies with respective departments are offered:

School of Food and Wine Studies (FW)
School of Hospitality (HP)
School of Sports and Health Sciences (SH)

Vision

APICIUS International School of Hospitality:

Reinterprets the concept of hospitality and tourism in the international destination of Florence, where the cityscape is teeming with traditional and contemporary structures sought by people from all over the world.

Firmly believes in the importance of a cultural approach to hospitality by examining the unique context of cities and countries in a global framework. Hospitality should and must be enhanced by the local culture of a city, and our position and interaction within the city of Florence has the goal of culturally educating those who visit through the hospitality industry.

Seeks to shape students who make dynamic, proactive contributions to the areas of hospitality in Italy during their studies and go on to become excellent professionals with the same impact in future destinations.

Is deeply committed to making a prolific vital impact on the city of Florence not just for its obvious touristic aspects but as a viable city, where city conservation and contemporary implementation complement each other in a delicate balance, through its belief in eco-sustainable methods and didactics.

Strives to provide its students with an experience that goes beyond cultural stereotypes and the touristic facade of Florence.

Mission

To provide a professional and academic environment in which students gain expertise in the areas of hospitality and tourism, culinary arts, baking and pastry, and wine studies as well as sports sciences.

To go beyond classroom learning by promoting student interaction with the convergence of the multicultural societies in the city of Florence, achieved by unique practical experiences in direct contact with service areas and the various professional figures who operate in these spheres (Fedora and Ganzo please see below for descriptions).

To redefine the idea of sustainability by rethinking how services and structures enhance local economies and culture through a respectful balance of technology, innovation, and tradition.

To positively sustain Florence's reputation as a historic yet contemporary Italian cityscape in a globalized world economy in the following ways:

- Increase our efforts in favor of sustainable hospitality and tourism starting from our own structures and teaching methods.
- Promote student knowledge and capacity to recognize and actively participate in the conservation of the Florentine's cultural and economic heritage.
- To shape students for careers in a rapidly developing industry that encompasses a wide range of exciting, constantly evolving fields.

Values

To offer a passionate, highly competent and international faculty; a broad curriculum, and state of the art facilities that broaden our students' horizons and perspectives.

To enhance the concept of technical learning by integrating training opportunities into the curriculum, allowing for students to be involved in cultural integration projects that require active participation in Florentine and Italian society and that reward challenging professional experiences. One such example is experiential learning through Ganzo and Fedora, the student-operated restaurant and pastry lab open to the public and where cultures and communities unite.

An academic structure based on lectures, workshops, seminars, and laboratories that activates diverse types of student engagement with study discipline.

FACULTY HIGHLIGHTS

Apicius faculty members are academically qualified and come from respected industry backgrounds. Professionally trained communicators, specialists, nutritionists, and figures from the professional sport therapy and industry represent the School of

Sports and Health Sciences. Hospitality faculty members are active in the hotel and tourism industries as experts of the restaurant industry, large-scale special events, and operational leaders. Michelin-starred chefs, award-winning pastry chefs, winemakers, sommeliers, food historians, marketing and communication experts in the food sector, and innovators of Italian cuisine represent the faculty body at the School of Food and Wine Studies. Their professional experiences, combined with the academics of Apicius programs, challenge and expand the perspectives of students seeking to enter a multifaceted and diverse industry that is constantly in demand.

APICIUS in the Community - CEMI

The school features four community projects that have opened their doors to the city. Apicius academic courses are involved in the back of the house and front of the house operations, while the art gallery at Ganzo is managed by the students and faculty of FUA-AUF's School of Fine Arts.

- Ganzo School Restaurant and Creative Learning Lab, the student-operated restaurant and art gallery.
- Dimora Creative Learning Lab, the student-operated FUA-AUF guest apartments experience.
- Fedora School Pastry Shop and Creative Learning Lab, the student-operated pastry shop.
- Sorgiva School Spa, the student-operated spa facility.

WACS

Apicius is the first institution in Italy whose culinary studies are recognized by WACS (World Association of Chefs' Societies) for quality culinary education.

PROGRAMS OF STUDY

- 4-year Bachelor's Degrees in Hospitality Management and Food and Wine Studies.
- US Bachelor's degree transfer options
- 1 or 2-year Certificate Career programs / 2-year Associate's Degree
- Study abroad programs, short and long-term (see brochure)
- Post-graduate programs

4-Year Bachelor's Degree in Hospitality Management

The program offers four concentrations:

- Hospitality Management
- Real Estate Management
- Special Event Management
- Wellness Management

Complete program curriculum requirements and outcomes can be viewed at: <https://fua.it/Prospective-Students/4-year-undergraduate-program-in-hospitality-management.html>

For admissions requirements see the 4-year bachelor's degree section in the catalog introduction. Direct admission options to the 4-year program are available for students who have successfully completed FUA-AUF Hospitality Management Studies Career Program.

4-Year Bachelor's Degree in Food and Wine Studies

The program offers four concentrations:

- Baking and Pastry
- Culinary Arts
- Enology
- Wellness, Health, and Nutrition

Complete program curriculum requirements and outcomes can be viewed at: <https://fua.it/Prospective-Students/bachelor-of-arts-in-food-and-wine-studies.html>

For admissions requirements see the 4-year bachelor's degree section in the catalog introduction. Direct admission options to the 4-year program are available for students who have successfully completed the FUA-AUF Food, Wine, and Wellness Studies Career Program.

US Bachelor's Degree Opportunities

Undergraduate students have the opportunity to transfer FUA-AUF coursework to a US bachelor's degree program. Courses will be completed in Florence and will require the fulfillment of online coursework as per the program requirements.

Certificate Career Programs

Career Programs may be taken for 1 or 2 years, as well as a single semester A third-year master-level option is available for culinary arts and baking and pastry. Each year is made up of two levels featuring core courses. For program details see brochure.

Food, Wine, and Wellness Studies - Year 1

Year 2 Specializations: Culinary Arts Chef de Partie (WACS); Baking and Pastry Chef de Partie; Wine Studies and Enology Junior Sommelier (WACS); Wellness, Health, and Nutrition.

Year 3 Master Level: Culinary Arts Sous Chef (WACS); Baking and Pastry Sous Chef.

Hospitality Management - Year 1

Year 2 Specializations: Hospitality Management Reception Professional (WACS); Special Event Management; Spa Management; Real Estate and Facilities Management.

Complete program curriculum requirements can be viewed at: <https://fua.it/Prospective-Students/career-programs.html>

The 2-year certificate career can be taken as pathways to FUA-AUF's Associate of Arts (A.A.) degree programs. A.A. fulfillment requires the coursework described in the Certificate Career Program curricula and a minimum of 21 general education credits to complete the degree. Please note that general requirements vary according to the program.

Special Career Program

TuttoToscana 1 or 4-week program in collaboration with the James Beard Foundation (focus areas in Event Planning and Communications, or Food Management and Production for Special Events).

See School of Graduate Studies for graduate-level coursework in the area of Food and Wine Studies.

SCHOOL OF FOOD AND WINE STUDIES (FW)

The School of Food and Wine Studies (FW) gathers the following departments: Baking and Pastry (BP) Culinary Arts (CA) Dietetics and Nutrition (DN) Food and Culture (FC) Food, Family and Consumer Sciences (FS) Wine and Culture(WC) Wine Expertise (WE) Food and wine studies at FUA-AUF were established as a part of the institution's original educational core along with hospitality studies in 1997. Culinary arts, baking and pastry, and wine expertise courses provide an educationally viable training for individuals seeking to enter the food and beverage production industry while dietetics and food, family, and consumer sciences provide the learning tools for those seeking future experiences in diverse fields. For learners from different backgrounds and career goals who wish to gain familiarity and appreciation for food and wine topics, the department of Food and Culture offers courses with a sociological and anthropological basis. The culinary arts studies at Apicius is the first in Italy to obtain recognition for quality culinary education from WACS (World Association of Chefs Societies) and has been named among the world's top culinary schools.

DEPARTMENT OF BAKING AND PASTRY

The Department of Baking and Pastry offers courses for students seeking to enter the professional baking industry with a strong background in Italian and international preparations. Thanks to the baking labs at the culinary campus, including a production lab linked to Fedora, the School Pastry Shop open to the public, students learn in a professional environment and acquire

knowledge in all operations related to the baking and pastry industry. Courses are designed for culinary arts and baking and pastry majors. Students from other disciplines may refer to the Department of Food and Culture.

FWBPBC310

Italian Classical Cakes and Tarts

3 semester credits. Students will study the history and background of various national and regional desserts starting from a focus on the most important and typical Italian ingredients. Special attention will be paid to a detailed analysis of DOP and IGP products that are traditionally used in Italian pastry and their fundamental role for the identity of Italian cakes and tarts. The course will cover the origin of classical desserts and eventual variations from classical methods. Students will study a variety of doughs, batters, fillings and glazes with an emphasis on a thorough understanding of the techniques and proper skills for the execution of classic Italian desserts. Prerequisites: Baking Techniques I or equivalent.

FWBPBC311

Italian Classical Cakes and Tarts Workshop NC

This project is a mandatory component of the Italian Classical Cakes and Tarts course. Prerequisites: Baking Techniques I or equivalent.

FWBPBT320

Baking Techniques I

3 semester credits. This course introduces students to baking and pastry fundamentals through an analysis of the features and functions of the main pastry ingredients. The course starts with a complete overview of eggs, flour, fats, sugar, and dairy products in order to create a basis on which all future courses will develop. Students will approach the basic mixing and cooking methods in order to understand the baking process with all its possible variations. Special emphasis will be placed on short crust pastry, pate choux, enriched dough, and stirred custards. Upon successful completion of the course, students will gain confidence in the production of sponge cake, pound cake, pastry and English cream, and basic short crust dough. Students will be able to describe and produce the main meringues.

FWBPBI325

Breads of Italy: Traditional Breads, Flatbreads, and Rolls

3 semester credits. This course introduces students to the heritage of Italian traditional breads and provides a survey of the suitable flours and their characteristics as well as an introduction to the chemistry of baking and the most common starters. This course offers the opportunity to learn principles and techniques to prepare Italian breads, flat breads and rolls. Emphasis will be placed on the use of traditional fermentation methods, equipment and skills that emphasize flavor, texture and appearance as well as techniques that increase shelf-life. Fresh brewery yeast, biga, and poolish will be used according to the leavening processes of a variety of products. Students will learn the proper techniques for mixing, leavening, shaping and cooking Italian breads and other Italian baked and non-baked classics using dedicated flours and ingredients according to the regional heritage.

FWBPBS350

Pastry Shop

3 semester credits. This course is a study of bakery operations and management as practiced in a pastry shop environment. Studies focus on the various pastry shop components and front/back of the house areas. Front of the house emphasizes customer service, space management and maintenance, retail display, client relations, and ordering strategies. An introductory approach to the back of the house is considered in terms of equipment handling, supplies, production types, yields, formula conversions, dessert menu planning, and the handling of special requests and events. Safety and sanitation are examined for proper practice and application in the pastry shop. Students will gain familiarity with dessert categories and how they are positioned within the baking industry. This class includes experiential learning with CEMI.

FWBPBS350

Breads of Italy: Specialty Breads and Pizza

3 semester credits. Since ancient times bread has had a significance that goes beyond mere sustenance. Almost every society in the world eats bread in some form and bread has always been considered a symbol of life for all mankind. Bread celebrates life and plays a leading role in traditional celebrations and festivities. This course focuses on traditional Italian specialty breads, made with special, or alternative flours, shaped by local folklore and passed down from generation to generation like the most precious gift. Students will be introduced to natural yeast production and learn how to keep the yeast alive and strengthen it for better

leavening as well as the nutritional advantages and flavor development thanks to its use. The course offers a complete survey of traditional specialty breads, specialty flatbreads, sweet breads and rolls with an emphasis on old grain flour, alternative flours and local folklore. In addition to this students will be introduced to special diet baking through lessons on gluten free bread and complements. A special focus is dedicated to Italy's most famous baked product, pizza: through an in-depth analysis pizza will be explained and enjoyed in all its most popular variations.

FWBPPS355

Pastry Shop Experiential Learning

6 semester credits. This course is a study of bakery operations and management as practiced in a pastry shop environment. Studies focus on the various pastry shop components and front/back of the house areas. Front of the house emphasizes customer service, space management and maintenance, retail display, client relations, and ordering strategies. An introductory approach to the back of the house is considered in terms of equipment handling, supplies, production types, yields, formula conversions, dessert menu planning, and the handling of special requests and events. Safety and sanitation are examined for proper practice and application in the pastry shop. Students will gain familiarity with dessert categories and how they are positioned within the baking industry. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FWBPCC360

Cookies and Petit Fours

3 semester credits. This course provides students with fundamental working knowledge of the traditional methods of production for cookies and basic petit fours. The course will explore the preparation and design of cookies and mignardises ranging from Italian traditional cookies and biscuits to international specialties. Topics covered include mixing and make-up methods as well as shaping, baking, filling, finishing and storing. The course will also provide an introduction to petit fours production, with a focus on the description and service of petit fours and basic production techniques. Upon completion of the course students will be confident in choosing the most appropriate cookie for each occasion. Prerequisites: Baking Techniques I or equivalent.

FWBPIC440

Italian Confectionery Art

3 semester credits. Since it was invented, sugar has played a fundamental role in the evolution of pastry as we know it today. Its intriguing and complex chemistry is by far one of the most significant challenges of pastry arts. This course revolves around this fundamental pastry art ingredient, sugar, and its applications in confectionery. Students will experience a full-immersion in the world of sugar, sugar preserves and small pastry decorations. Lessons will focus on the chemistry of sugars, on the suitable sugars for different types of preparations, and on traditional and contemporary confectionery art. Upon the successful completion of this course, students will be able to produce marmalade and jams, chutneys and Italian mostarda, candied fruits and fruits preserved in syrup. Emphasis will be placed on candies and caramelized fruit production, sugared nuts (pralines) and a wide variety of torrone (nougat). Prerequisites: Baking Techniques I or equivalent.

FWBPCA450

Chocolate Artistry

3 semester credits. This course will give students knowledge of the fundamentals of chocolate starting from an understanding of the ingredient, its history and evolution throughout centuries. The course will cover the chocolate production process from harvest to the finished product, and will focus on the composition of chocolate in all its different types: dark, milk and white. Students will understand the differences between different cocoa percentage in chocolate and their suitable applications in pastry. Emphasis will be placed on basic chocolate tempering techniques, on chocolate bar production, and on the application of special molds for simple pralines and small centerpiece production. The course will also focus on the use of chocolate to create different ganaches, including matching them with the suitable type of pralines or desserts. Students will learn to use traditional and contemporary production methods when creating confections both by hand and with special equipment. Prerequisites: Baking Techniques I or equivalent.

FWBPPA450

Italian Pastry Arts Experiential Learning

3 semester credits. This course focuses on the application of advanced baking and pastry techniques, the development of recipe-balancing formulas, and the full immersion in pastry lab management and organization. Students will experience advanced preparations such as financier cake, dacquoise, frangipane cream, ganache and meringue-based mousses. These techniques will be applied to the composition of entremets. The course will also focus on specialty preparations that require particular production methods or equipment: marrons glacées, macarons, molecular ice creams, and modernist spongecakes. During designated intersessions weeks, the course will be structured as a workshop on laminated doughs, savory creations, panettone, and pandoro. Students will be asked to contribute proactive participation through EL hours to the organization and management of the Pastry Lab. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Baking and Pastry majors only.

FWBPPB450

Internship: Baking and Pastry Industry

3 semester credits. Through this placement, students are involved in back and front of the house operations at Fedora, the school pastry shop and bistro. The projects are designed to offer future pastry chefs an insight on the production of pastries, baked goods, and desserts. Projects are focused on traditional and contemporary baking and pastry techniques, regional cakes and tarts, desserts and breads for special occasions, knife and piping skills, and mixing methods. Students will learn how to adjust recipes to produce large volumes desserts as well as specialty items. Students will also gain confidence with front of the house procedures in order to complete a comprehensive vision and understanding of the activities, functions, and organization of a baking and pastry shop for future entrepreneurial activities. This placement may require early AM shifts, PM shifts, and shifts that take place on weekends and holidays, or ongoing research-based activities for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Market/industry research, customer feedback analysis, ingredient research, study of sustainable food production process, recipe analysis, provide lab management options and analyze the different impact on service, final portfolio. Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe safety shoes, apron) required. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. HAACP food safety and sanitation certification. Not applicable to remote option.

FWBPPT470

Baking Techniques II: Italian Pastry Techniques

3 semester credits. This course offers an advanced approach to pastry production with a survey of the main preparation techniques used in classic dessert production. Starting from previously acquired knowledge students will develop their skills in the production of pastry and pie doughs and they will be introduced to an advanced level of sponge cake recipes. The course will also introduce puff pastry, baked custards, buttercream, sauces and glazes. Soufflés, Bavarian mousse and pâte à bombe-based mousse will be thoroughly covered. Students will learn to use basic finishing methods by applying glazes, filling pastries, creating simple sauces and presenting products for service. Prerequisites: Baking Techniques I or equivalent.

FWBPPB470

Special Project: Experiential Learning in the Baking and Pastry Industry

3 semester credits. Through this special project course, students are involved in back and front of the house operations at Fedora, the school pastry shop and bistro. The projects are designed to offer future pastry chefs an insight on the production of pastries, baked goods, and desserts. Projects are focused on traditional and contemporary baking and pastry techniques, regional cakes and tarts, desserts and breads for special occasions, knife and piping skills, and mixing methods. Students will learn how to adjust recipes to produce large volumes desserts as well as specialty items. Students will also gain confidence with front of the house procedures in order to complete a comprehensive vision and understanding of the activities, functions, and organization of a baking and pastry shop for future entrepreneurial activities. EL hours may be distributed from Monday through Friday. This placement may require early AM shifts, PM shifts, and shifts that take place on weekends and holidays, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Market/industry research, customer feedback analysis, ingredient research, study of sustainable food production process, recipe analysis, provide lab management options and analyze the different impact on service, final portfolio. Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe safety shoes, apron) required. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. HAACP food safety and sanitation certification. Not applicable to remote option.

FWBPPT475

Baking Techniques II: Italian Pastry Techniques Experiential Learning

3 semester credits. This course offers an advanced approach to pastry production with a survey of the main preparation techniques used in classic dessert production. Starting from previously acquired knowledge students will develop their skills in the production of pastry and pie doughs and they will be introduced to an advanced level of spongecake recipes. The course will also introduce puff pastry, baked custards, buttercream, sauces and glazes. Souffles, bavarian mousse and pate a bombe based mousse will be thoroughly covered. Students will learn to use basic finishing methods by applying glazes, filling pastries, creating simple sauces and presenting products for service. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Baking Techniques I or equivalent.

FWBPDS480

Dessert Styling

3 semester credits. The aim of the course is to give students the fundamentals of dessert presentation. Starting from fruit cutting skills, students will experience a variety of decoration techniques to be applied to mignons, single portion and tortes. Glazes and gelees, buttercream, whipped cream, icings, chocolate and caramel decorations will be explained and then practiced to gain confidence with the related techniques. Students will experience both classic and contemporary decoration methods, ranging from piping skills to the application of dedicated equipment for royal-icing writing. By the end of the course students will be able to execute the most common decorating and styling techniques and develop their own personal decoration style.

Prerequisites: Baking Techniques I or equivalent.

FWBPRD480

Restaurant and Production Desserts Experiential Learning

3 semester credits. Dessert is the last dish of a meal, mainly eaten for pleasure thus must be tempting, balanced and somehow matching the meal in an appropriate way. This course covers the preparation and service of hot and cold desserts with a focus on

individual cakes and restaurant desserts, and the components involved in their preparation. Students will learn and understand the differences between pastry lab and restaurant kitchen organization, the different logic of production and the importance of offering home-made desserts matching special dietary requirements. Emphasis will be placed on station organization, timing, and stations coordination for restaurant dessert production and service. Students will experience fried products, cakes, tarts, soufflé, stirred and baked custards, mousses and bavarians and will understand the characteristics of a gourmet dessert. The production will concentrate on individual portion desserts as well as traditional style whole cakes and tortes to be portioned. Special focus will be placed on dessert sauces, decorations and plating styles. Students will learn the history of restaurant desserts and understand the different needs and the organization of a restaurant depending on its style and concept. Students will develop a dessert menu from the perspective of variety in the offer, costs, and practicality. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Baking Techniques II: Italian Pastry Techniques or equivalent.

FWBPRD490

Restaurant and Production Desserts

3 semester credits. Dessert is the last dish of a meal, mainly eaten for pleasure thus must be tempting, balanced and somehow matching the meal in an appropriate way. This course covers the preparation and service of hot and cold desserts with a focus on individual cakes and restaurant desserts, and the components involved in their preparation. Students will learn and understand the differences between pastry lab and restaurant kitchen organization, the different logic of production and the importance of offering home-made desserts matching special dietary requirements. Emphasis will be placed on station organization, timing, and stations coordination for restaurant dessert production and service. Students will experience fried products, cakes, tarts, soufflé, stirred and baked custards, mousses and bavarians and will understand the characteristics of a gourmet dessert. The production will concentrate on individual portion desserts as well as traditional style whole cakes and tortes to be portioned. Special focus will be placed on dessert sauces, decorations and plating styles. Students will learn the history of restaurant desserts and understand the different needs and the organization of a restaurant depending on its style and concept. Students will develop a dessert menu from the perspective of variety in the offer, costs, and practicality. Prerequisites: Baking Techniques II: Italian Pastry Techniques or equivalent.

FWBPPP490

Precision Pastry Arts and Frozen Dessert Production

3 semester credits. This course explores stimulating applications of both classic and contemporary pastry techniques to pastry shop and a la carte restaurant production. The program focuses on three main topics: the use of freezing temperatures through a survey of the possible applications in which cold temperatures and the balance of ingredients play a fundamental role; handling fresh and seasonal fruits in pastry production; the increasing use of ingredients such as thickening and gelling agents in order to create products with unexpectedly smooth textures, a wide variety of gels and contemporary mousses, and pastry applications of molecular gastronomy. Through this experience students will have the possibility to understand the role of specific ingredients in the production of ices in order to serve frozen desserts with a perfect balance between texture and temperature. The course will disclose all the secrets of pastry arts classics like semifreddo, bomba gelato, parfait and bon bons. Special emphasis will be placed on the uses of liquid nitrogen for different purposes other than freezing, stimulating effects of carbonation on food flavor perception, and the application of frozen food processing with the Pacojet food processor. The course offers a full-immersion in the pastry lab production with an important focus on techniques that can be available in a professional environment and allow pastry chefs to develop their creativity in order to reach new unexpected results. Prerequisites: Baking Techniques II: Italian Pastry Techniques or equivalent.

FWBPRD495

Restaurant and Production Desserts Experiential Learning

6 semester credits. Dessert is the last dish of a meal, mainly eaten for pleasure thus must be tempting, balanced and somehow matching the meal in an appropriate way. This course covers the preparation and service of hot and cold desserts with a focus on individual cakes and restaurant desserts, and the components involved in their preparation. Students will learn and understand

the differences between pastry lab and restaurant kitchen organization, the different logic of production and the importance of offering home-made desserts matching special dietary requirements. Emphasis will be placed on station organization, timing, and stations coordination for restaurant dessert production and service. Students will experience fried products, cakes, tarts, soufflé, stirred and baked custards, mousses and bavarians and will understand the characteristics of a gourmet dessert. The production will concentrate on individual portion desserts as well as traditional style whole cakes and tortes to be portioned. Special focus will be placed on dessert sauces, decorations and plating styles. Students will learn the history of restaurant desserts and understand the different needs and the organization of a restaurant depending on its style and concept. Students will develop a dessert menu from the perspective of variety in the offer, costs, and practicality. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Baking Techniques II: Italian Pastry Techniques or equivalent.

FWBPSL500

Long Shelf-Life Cakes and Italian Snacks Experiential Learning

3 semester credits. This course focuses on the production of long shelf-life handcrafted baked products, a branch of traditional pastry art that is unfortunately a prerogative of industrial food production today. Students will learn how to prepare artisan “travel cakes” and snacks to go thanks to an in-depth study of the role of single ingredients and their balancing. Sugars, fats, mixing methods, cooking temperatures and food safety will be analyzed from the perspective of their impact on the final product shelf-life. An emphasis will be put on the role of water and hydration in baked products and how water influences the textural properties during storage. The course also includes the study of the calculation of free water in cakes, together with storage and preservation environment management and notions of food contamination and oxidation. Students will learn how to prepare traditional and contemporary travel cakes. Students will also learn artisan methods to reproduce famous Italian packaged snacks. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Baking Techniques II: Italian Pastry Techniques or equivalent.

FWBPAC560

Advanced Chocolate Artistry

3 semester credits. The course focuses on the application of advanced techniques to chocolate tempering, molding and modeling. The previously learned skills will be fundamental to prepare and decorate artistic pralines and pieces for showcase using airbrush coloring, plastic chocolate, flavors and texture contrasts. Emphasis will be placed on the creation of molded chocolate pieces starting from the project to the execution and assembly. This course will provide students with an in-depth knowledge of the tools, techniques and styles used in chocolate decoration and embellishments. The course focuses on chocolate molding and modeling, and on artistic praline construction for pastry shop applications. The course is open to students with a knowledge of basic chocolate processing techniques. Prerequisites: Chocolate Artistry or equivalent.
Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWBPWC570

Wedding Cakes: Tiered and Themed Decorated Cakes

3 semester credits. Wedding cakes are a fundamental part of a pastry shop business and require a dedicated professional preparation that ranges from marketing abilities to technical skills. Students will learn the history, and the social and cultural significance of wedding cakes. The course will offer a complete overview of the most important styles available worldwide, with a special emphasis of Italian classical wedding cakes. A wedding cake must be a perfect match of deliciousness and decoration,

something that appeals not only to the eyes: this course will place an emphasis on cake base preparation techniques and how all elements of the cake should match and balance each other. A focus will be placed on developing skills in making various decorative ornaments out of chocolate, marzipan, sugar, pastillage, royal icing and the different decorative techniques applicable to contemporary wedding cakes. The course requires precision skills, dedication and patience, and attention to details. Prerequisites: Baking Techniques II: Italian Pastry Techniques and Dessert Styling, or equivalent. Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWBPSA570

Sugar Artistry

3 semester credits. This course is directed toward students that want to master the art of sugar works. During the lessons students will learn a variety of techniques and possible applications of sugar decorations in pastry. A special focus will be put on the composition of a sugar sculpture from sketches to assembly through the application of advanced working techniques such as stamped sugar, poured sugar, pulled sugar, and blown sugar: each technique will be used to create the elements of a final centerpiece. The course will teach students how to produce sugar flowers, ribbons, leaves, fruits, small subjects, and spheres. An emphasis will be put in the application of powder, paste and liquid color in sugar as well as glitters, silver and gold leaf application. Prerequisites: Italian Confectionery Art or equivalent.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWBPPI600

Professional Gelato Production

3 semester credits. "This course offers students the opportunity of a professional approach to Italian gelato production and a comparison with ice cream, sorbets, sherbets and other churned frozen desserts. The evolution of gelato will be explained to understand the fundamental steps of its development. The difference between ice cream and gelato artigianale will be fully covered in order to give students a sound understanding of the variety of offers commonly found in the market. The structure of the worldwide famous frozen dessert will be analyzed in detail focusing on major and minor ingredients and how they are responsible for the final texture and flavor. Emphasis will be placed on the importance of production and serving temperatures, gelato service and exposition as well as the different balancing formulas related to a variety of suitable ingredients. Students will have the opportunity to learn how to prepare gelato using exclusively fresh, genuine and natural ingredients. Gelato artigianale will be produced starting from different bases, with the application of a variety of ingredients, following the Italian way of production. Attention will be given to gelato production for special dietary requirements, gelato gourmet interpretations, sorbets and original sicilian granita production. Prerequisites: Baking Techniques II: Italian Pastry Techniques or equivalent.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWBPIC620

International Cakes

3 semester credits. From East to West, primitive to progressive, most common to most avant-garde, cakes are good for the soul. They draw people together, enliven celebrations, and embody the rituals and histories of cultures around the world. This course will focus on the cultural background of famous classic cakes in order for students to understand the origin and the history behind famous international representative creations. Emphasis will be placed in the analysis of the area of origin of each cake in order to find connections between ingredients, preparation techniques and the final creation. Students will join this journey among different traditions, stories, ingredients and folklore, learning dedicated skills for the preparation of international classics. Pavlova, Sacher Torte, Baklava, Black Forest Cake, original NY Cheesecake, and the Tres Leches cake are only some of the creations that will be experienced during this trip among traditions. Prerequisites: Baking Techniques II: Italian Pastry Techniques and Dessert Styling, or equivalent.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWBPCS630

Professional Chocolate Showpieces

3 semester credits. Pastry art competitions are fundamental milestones in the career of a professional pastry chef. Chocolate sculpture competitions are by far the most challenging field where artistic abilities and technical skills play a major role. This course offers students the knowledge needed to join the world of international chocolate competitions by covering the entire process of competition sculpture from design to creation. The international evaluation standards will be analyzed and will be the starting point of the creative plan developed by students to present in competition: dimension and proportion, applied color percentage, balance of the various elements, sugar decorations application, cleanliness of the work, theme recognizability, and

more. Students will learn how to produce their own resin, plaster and PVC molds, while all other operations will be rigorously hand-made. Special emphasis will be placed on a variety of different techniques such as carving, hand-modeling, hydro-free butter application, and piping-painting. Students will learn the guidelines for the choice of suitable colors to be applied in relation to a specific theme. The course will include also the application of basic geometry and physics principles in order to guarantee the balance and stability of the sculpture. Prerequisites: Advanced Chocolate Artistry or equivalent. Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWBPBP650

Master Italian Pastry Arts I Experiential Learning

3 semester credits. The aim of this course is to provide students with fundamental pastry techniques and develop their organization and management skills in the pastry lab environment. Students will be involved in daily lab operations and responsibilities and will learn how to guarantee the HACCP standards and an adequate maintenance of pastry lab equipment. Emphasis will be placed in the application of baking and pastry master techniques, and the full immersion in pastry lab management and organization. Students will experience complex preparations such as financier cake, dacquoise, and frangipane cream. These techniques will be applied to the composition of a la carte, display, and reception desserts. During the intersessions the course will develop in three one-week workshops: the first on laminated doughs and their application to croissanterie and viennoiserie; the second on savory pastry creations; the third on traditional Italian Panettone, and Pandoro. Students will be asked to contribute with a proactive participation through EL hours to the organization and management of the Pastry Lab. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Open to baking and pastry majors or students who have completed two years of related coursework.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWBPBP655

Master Italian Pastry Arts II Experiential Learning

3 semester credits. This course will be fundamental for Baking & Pastry students in order to complete their course of studies. The aim of this course goes beyond the mere sharing of technical knowledge. Students will be in charge of the majority of the pastry lab duties in order to gain confidence and autonomy in the management of the operations. Cost control, jobs scheduling, inventory operations will be just a part of the assignments students will have to complete. Special emphasis will be placed in menu development for restaurant, pastry lab and reception service. Upon successful completion of the course students will be confident in the production of ganache and meringue-based mousse, egg-free mousse, and will be able to choose the suitable application for all different mousse types. Emphasis will be placed on specialty petit fours, an item often requested in high standard receptions. Students will experience the modernist approach in pastry art through the application of techniques, equipment and ingredients that will contribute to the creation of unusual textures and sensory experiences. The course will develop in four one-week workshops: the first one focusing on the art of macarons, their suitable fillings and the possible interpretations from sweet to savory; the second one on the art of plating: contemporary styles in desserts presentation; the third one on pastry for special dietary requirements, in order to develop skills necessary for the production of alternative dessert; the fourth on Italian regional folklore and related celebrative desserts. Special assignments will include the planning, organization and service of Ganzo Thursday themed dinners and Friday a la carte dinners. Students are expected to approach assignments and pastry lab duties as professionals, showing responsible behavior and managing abilities. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Master Italian Pastry Arts I or equivalent.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWBPRD670

Creative Recipe Development and Production

3 semester credits. Creating original and innovative recipes is one of the main goals of a professional pastry chef. New recipes need to meet the market needs and pastry chefs must be able to understand trends as well as develop a personal style. The aim of this course is to provide students with the instruments to develop new and innovative recipes. Creativity is not only a matter of new ideas: new recipes need knowledge of the basic ingredients and how they can be combined, besides the standard classic applications. Students will approach the basics of food pairing, a branch of culinary science used by most professionals today in order to broaden the possible flavors combinations. This course provides students with a solid knowledge of the chemistry behind single preparations, whether traditional or contemporary. Through the lectures students will be guided into a new perspective of ingredients and their interaction. Prerequisites: Master Italian Pastry Arts II or equivalent.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWBPEN690

Entremets Experiential Learning

3 semester credits. Pastry Art finds its greatest expression in the production of entremets. Pastry Chefs all around the world use entremets to create their signature collections and their fame. The course will focus on the application of dedicated mousse bases, textural inserts, cremoso, cremeaux, buttercreams, supremes, alcohol application. An emphasis will be put in the development of tartlet entremets, application of vegetables, spices and exotic ingredients and the creation of room temperature entremets. This course is entirely dedicated to the application of all advanced and master pastry techniques for the creation of what can be considered to be the business card of a Pastry Chef. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Master Italian Pastry Arts II or equivalent.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWBPPBP701

Master Italian Pastry Arts I Project 1 NC - Laminated Doughs Workshop

This project is a mandatory component of the Master Italian Pastry Arts I Experiential Learning course.

FWBPPBP702

Master Italian Pastry Arts I Project 2 NC - Savory Pastry Workshop

This project is a mandatory component of the Master Italian Pastry Arts I Experiential Learning course.

FWBPPBP703

Master Italian Pastry Arts I Project 3 NC - Panettone and Pandoro Workshop

This project is a mandatory component of the Master Italian Pastry Arts I Experiential Learning course.

FWBPPBP721

Master Italian Pastry Arts II Project 1 NC - Macarons Workshop

This project is a mandatory component of the Master Italian Pastry Arts II Experiential Learning course.

FWBPPBP722

Master Italian Pastry Arts II Project 2 NC Contemporary Dessert Plating Workshop

This project is a mandatory component of the Master Italian Pastry Arts II Experiential Learning course.

FWBPPBP723

Master Italian Pastry Arts II Project 3 NC Special Diet Pastry Workshop

This project is a mandatory component of the Master Italian Pastry Arts II Experiential Learning course.

FWBPBP724

Master Italian Pastry Arts II Project 4 NC Regional Italian Folklore Workshop

This project is a mandatory component of the Master Italian Pastry Arts II Experiential Learning course.

DEPARTMENT of Culinary Arts

The Department of Culinary Arts offers courses that provide a solid foundation in Italian cuisine and professional cooking. The aim of the courses is to combine the knowledge of the Italian culinary landscape with a refined palate and ability to executive restaurant-quality preparations. Cooking techniques and scientific notions of nutrition are developed to deepen the students awareness and application of Italian culinary arts. Courses are designed for culinary arts majors. Students from other disciplines may refer to the Department of Food and Culture. Practical and hands-on approaches are practiced in culinary labs and Ganzo, the School Restaurant open to the public.

FWCAHW200

Food, Health, and Wellness in Italy

3 semester credits. Italy represents longstanding traditions of food culture, wellness, and nutrition through health-oriented practices. Recent decades have represented a dramatic change in the way we approach health through the lens of food principles. Nutritional facts and information that are constantly updated and the ethics of sustainability have deeply influenced a global awareness of a healthy lifestyle. Italy's approach to seasonality and nutritional balance is characterized by an abundance of fruits and vegetables, healthy fats, and a distinct respect for food. This course will provide students with a complete overview of how food can be the basis of wellness, along with the practice of a positive lifestyle through cultural understanding and integration with the local community. Particular emphasis will be placed, through discussions and direct practice, on seasonality and nutritional principles, whole foods, and freshness, traditional customs, and contemporary innovation. Course topics will also reference the aphorism of "We are what we eat" and how it aligns with the Italian culinary tradition and culture. Students will also complete a survey of the different dietary recommendations that have been researched and developed to examine how the field of dietetics is directly affected by social and cultural implications. Through hands-on experiences and on-site cultural activities, students will experience the fundamentals of wellness-oriented cuisine and lifestyles in Tuscany and Italy. This class includes experiential learning with CEMI.

FWCAPC330

Introduction to Professional Cooking

3 semester credits. This course is the first out of three about Professional Cooking and its aim is to introduce students to culinary fundamentals. The structure of the classical kitchen will be compared to the contemporary one in order to understand the differences in the organization of the brigade. The role of the Chef will be explained and discussed. Tools and equipment use, weights, measures and recipe conversion will be explained and practiced. This course will provide the first basic information about seasonings and flavorings and the application of herbs and spices in the kitchen. Students will approach cooking thanks to a careful analysis of knife skills, principles of cooking and basic cooking techniques, that include eggs, vegetables, pasta and meat cookery. Special emphasis will be placed on methods and procedures rather than on the complete preparation of finished dishes. A special focus will be put on kitchen cleaning, sanitation, maintenance and personal safety.

FWCAPC335

Introduction to Professional Cooking Experiential Learning

6 semester credits. This course is the first out of three about Professional Cooking and its aim is to introduce students to culinary fundamentals. The structure of the classical kitchen will be compared to the contemporary one in order to understand the differences in the organization of the brigade. The role of the Chef will be explained and discussed. Tools and equipment use, weights, measures and recipe conversion will be explained and practiced. This course will provide the first basic information about seasonings and flavorings and the application of herbs and spices in the kitchen. Students will approach cooking thanks to a careful analysis of knife skills, principles of cooking and basic cooking techniques, that include eggs, vegetables, pasta and meat cookery. Special emphasis will be placed on methods and procedures rather than on the complete preparation of finished dishes. A special focus will be put on kitchen cleaning, sanitation, maintenance and personal safety. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students

will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FWCATF340

Tradition of Italian Food I

3 semester credits. Italian culinary tradition is the result of a long and complex historical, social and cultural process that can be fully understood through a careful analysis of the many aspects of Italian cultural heritage. In the past, food was characterized by the use of locally available ingredients and alimentary habits slowly became established and codified along with the specialization and the improvement of regionally different production methods. Nevertheless, nutrition and cooking underwent substantial changes and profound transformations through the centuries, often resulting from historical and political events that affected the economy, the production, and the distribution of goods. This course introduces students to Italian gastronomical traditions through the analysis of the main ingredients and the traditional preparations that have contributed to make Italian cuisine the most popular and imitated. Students will be introduced to the world of Italian quality ingredients thanks to a survey of DOP, IGP, and Slow Food Presidia quality certifications. The fundamental traditional cooking methods, techniques, and preparations utilized in Italian cuisine will be thoroughly covered and sampled in class. Course topics will be analyzed through a focus on cultural background, origins, production processes, technical features and application in Italian cuisine. These experiences will prepare students continuing on to the advanced section of this course.

FWCAFS340

Food Styling

3 semester credits. The course will help students to understand food presentation on an aesthetic and technical level. Topics feature the basics of food presentation for professional and media use, and how to select the right objects/props/tableware/accessories to make an appealing food presentation. Students will work in a fully equipped facility with occasional opportunities of collaboration with the culinary arts and photography departments for an interdisciplinary application of the course discipline.

FWCACCC350

Food, Culture, and Community

3 semester credits. Though food diversifies throughout the world according to local cultural backgrounds, there is a common ground in the universal approach to food: it is a part of everyday life and sharing food is still one of the greatest examples of humans acting as “social creatures.” Italy represents a unique case for now food is both celebrated and is involved in cultural celebrations that are still fundamental in Italian society. This course will provide students with a full immersion in the relationship between food and the local community in Italy, focusing on the many moments that represent conviviality in Italian culture and society. Coursework includes a wide variety of field learning activities through which students will be introduced to local and traditional crafts, food markets, typical street food vendors, local purchasing groups, community-supported agriculture, and countryside food festivals as fundamental milestones in the Italian gastro-social tradition. Through hands-on experiences and on-site activities students, will learn the fundamentals of community-gearred food production and will acquire a deeper understanding of food as an essential element of society. This class includes experiential learning with CEMI.

FWCARC360

Italian Regional Cuisine and Pastry

3 semester credits. Italian regional cuisine is the result of a complex sedimentation of culinary habits and stands out from the many others because of the variety of cultures that influenced Italy throughout the centuries. Although characterized by unique and distinctive features, Italian cuisine is still perceived as the result of many different regional culinary traditions that, although merged and diluted over centuries, still maintain their particular flavors and distinct ingredients. Knowing Italian cuisine means knowing also the history of this country in order to better understand the origin and changes of dishes and preparations. The role of Italian cuisine in the international panorama makes this course of paramount importance for all those that want to take on Italian cooking, and this course will provide students with the knowledge of Italian cultural background as the basis of the way Italians eat. Emphasis will be placed on how food relates to lifestyle and culture of different Italian macro areas. Local economy and resources will be analyzed and compared. Students will be introduced to the various local savory and sweet

creations through hands-on production and tastings. During this course students will understand the meaning of food for Italians: pleasure, conviviality and celebration.

FWCAC360

Food, Culture, and Community Experiential Learning

6 semester credits. Though food diversifies throughout the world according to local cultural backgrounds, there is a common ground in the universal approach to food: it is a part of everyday life and sharing food is still one of the greatest examples of humans acting as “social creatures.” Italy represents a unique case for now food is both celebrated and is involved in cultural celebrations that are still fundamental in Italian society. This course will provide students with a full immersion in the relationship between food and the local community in Italy, focusing on the many moments that represent conviviality in Italian culture and society. Coursework includes a wide variety of field learning activities through which students will be introduced to local and traditional crafts, food markets, typical street food vendors, local purchasing groups, community-supported agriculture, and countryside food festivals as fundamental milestones in the Italian gastro-social tradition. Through hands-on experiences and on-site activities students, will learn the fundamentals of community-gearred food production and will acquire a deeper understanding of food as an essential element of society. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FWCARC361

Italian Regional Cuisine and Pastry Capstone Project NC

This project is a mandatory component of the Italian Regional Pastry and Cuisine course.

FWCALC400

Italian La Carte Cuisine Experiential Learning

3 semester credits. This course focuses on specific aspects of traditional Italian food preparations. Italian cuisine is characterized by regional recipe styles that are deeply rooted in the availability of local ingredients and diverse cultures and influences ranging from the north to south that have developed over the centuries. Despite the varying influences and differences, we can define general guidelines that some preparations have in common and at same time compare similar recipes to understand the reasons for divergence according to the areas of Italy. Special emphasis will be placed on seafood cuisine specialties, deep-frying methods, the use of bread in traditional cuisine, as well as the comparison of recipes related to important celebrations (such as stuffed roasts, timballi or savory pies) and everyday specialties. Local cuisines will be analyzed in order to better understand the origins and features of specific dishes and their role in Italian gastronomic traditions. The traditional “cucina povera” will be described and compared to preparations that once were symbols of the aristocratic society. Students will be introduced to these local creations through hands-on experience, tastings, and the composition of traditional menus for Friday à la carte special projects at Ganzo.

Prerequisites: Culinary Arts majors only.

FWCACT420

The Italian Chef's Table Experiential Learning

3 semester credits. This course is designed to provide culinary student with the opportunity to design, organize, implement, serve, and evaluate culinary events. Emphasis will be placed on training the student for effective production management, market-related menu planning, mise en place, à la carte cooking, and service techniques in the context of a special event. Customer needs, case studies, and weekly events will allow students to experience the balance required to effectively achieve proper planning and customer satisfaction. This class includes experiential learning hours. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an

all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: 3 culinary or pastry lab courses, or equivalent.

FWCAVC420

Cooking Light: Contemporary Techniques for Healthy Living

3 semester credits. The last 40 years of food service have been characterized by a slow yet constant development of nutritional awareness and a more informed approach to food. The aim of the course is not only to offer students techniques for a healthier approach to cooking; this course will focus on cooking techniques that can be applied in order to reduce fat consumption and at same time become the emblems of contemporary cuisine. Flavor-extraction methods, flavoring methods, pressure cooking and sous vide cooking, marinades and brines and the use of alternative fats are nowadays the base of contemporary Chefs' creations: students will learn how these techniques can be used to develop a fine dining cuisine that can be healthier yet not necessarily health-fanatic. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). Prerequisites: Two semesters of Culinary Arts course work or equivalent.

FWCATF440

Tradition of Italian Food II

3 semester credits. The survey of the most representative Italian preparations and ingredients continues as well as a deep analysis and application of Italian cuisine. Traditional preparations, characterizing ingredients and culinary movements will be fully covered during this course. The aim of this course is also to give students a complete overview of Italian cuisine evolution through the knowledge of XIX and XX century cultural influences such as futurism, nouvelle cuisine and present day innovations. This course is meant to help students understand the current Italian culinary trends as a continuous evolution of the different regional cooking traditions. The course will include an overview of the major Italian cuisine chefs styles and how they contributed to the mentioned evolution thanks to creativity and knowledge. Students will learn how to compose a menu in order to express a cooking philosophy and will also experience Italian fine dining standards through the practical application of learned concepts. This class includes experiential learning with CEMI. Prerequisites: Tradition of Italian Food I or equivalent.

FWCACCC450

Professional Cooking II: Cooking Techniques

3 semester credits. This course continues the path across cooking techniques used in Italian cuisine with an in-depth analysis of cooking methods. The aim of the course is to broaden students knowledge on ingredient handling and cooking through a detailed survey of all types of meat, fish, and shellfish. Attention will be given to ingredient knowledge, their different structures and reactions to cooking, suitable cooking methods, food and flavor combinations. A special emphasis will be put in the understanding of signs of quality, faults, and preservation techniques. Students will be introduced to the aging of meat and understand the effects of aging on meat structure and flavor development as well as understand basics of meat and fish chemistry. The experience with different types of meat will help students understand the different reactions to cooking and the suitable cooking methods according to the specific cut and animal. All fish and seafood handling and cooking will be covered and students will be introduced to the basics of fish filleting and cleaning. Prerequisites: Professional Cooking I or equivalent.

FWCANC450

Nutritional Cooking

3 semester credits. Starting from the previously acquired knowledge of macro and micro nutrients, this course will provide students with the tools to analyze and develop a wide variety of nutritionally balanced meals on a seasonal basis. Students will learn the fundamentals of metabolism and digestion and apply previously acquired cooking methods in order to preserve nutrients, and the possible applications of a wide variety of ingredients to create satisfying dishes while still respecting nutritional concepts. Emphasis will be placed on the analysis of special dietary requirements either depending on dietary special needs or ethical choices. Raw foodism, vegetarian and vegan diet as well as the possible alternatives to guarantee a balanced nutrient intake will be thoroughly covered. The course will give students the tools to design meals on a seasonal basis following the principles of healthy cooking. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). Prerequisites: Three semesters of culinary arts or dietetics/nutrition coursework and Cooking Light: Contemporary Techniques for Health Living, or equivalent.

FWCACA450

Internship: Culinary Arts

3 semester credits. Through this special project course, students are involved in back of the house operations and projects related to Ganzo, the school restaurant, and Fedora, the school pastry shop and bistro. Under the supervision of a Chef instructor who manages the operations of the kitchen, culinary arts experiential learning students are involved in projects focused on the daily operations of the restaurant industry. The experiential learning project will offer the opportunity to gain confidence with cooking techniques, basic equipment maintenance skills, HACCP, the concept of mise en place and timing, and the importance of standards and consistency. The project will also provide an insight on the importance of the kitchen hierarchy and division of the duties, helping students understand the concept of “brigade” and team work as fundamental for a correct management of kitchen environments. This placement may require PM shifts and shifts that take place on weekends and holidays, or ongoing research-based activities for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student’s preparation of a final analytical report and portfolio. Placements will vary depending on the student’s language and professional skills. Main tasks: Market/industry research, customer feedback analysis, ingredient research, study of sustainable food production process, recipe analysis, provide lab management options and analyze the different impact on service, final portfolio. Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe safety shoes, apron) required. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. HAACP food safety and sanitation certification. Not applicable to remote option.

FWCACC455

Professional Cooking II: Cooking Techniques Experiential Learning

6 semester credits. This course continues the path across cooking techniques used in Italian cuisine with an in-depth analysis of cooking methods. The aim of the course is to broaden students knowledge on ingredient handling and cooking through a detailed survey of all types of meat, fish, and shellfish. Attention will be given to ingredient knowledge, their different structures and reactions to cooking, suitable cooking methods, food and flavor combinations. A special emphasis will be put in the understanding of signs of quality, faults, and preservation techniques. Students will be introduced to the aging of meat and understand the effects of aging on meat structure and flavor development as well as understand basics of meat and fish chemistry. The experience with different types of meat will help students understand the different reactions to cooking and the suitable cooking methods according to the specific cut and animal. All fish and seafood handling and cooking will be covered and students will be introduced to the basics of fish filleting and cleaning. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Professional Cooking I or equivalent.

FWSPCA470

Special Project: Experiential Learning in a Local Restaurant

3 semester credits. Through this special project course, students are involved in back of the house operations and projects related to Ganzo, the school restaurant, and Fedora, the school pastry shop and bistro. Under the supervision of a Chef instructor who manages the operations of the kitchen, culinary arts experiential learning students are involved in projects focused on the daily operations of the restaurant industry. The experiential learning project will offer the opportunity to gain confidence with cooking techniques, basic equipment maintenance skills, HACCP, the concept of mise en place and timing, and the importance of standards and consistency. The project will also provide an insight on the importance of the kitchen hierarchy and division of the duties, helping students understand the concept of “brigade” and team work as fundamental for a correct management of kitchen environments. EL hours may be distributed from Monday through Friday. This placement may require PM shifts and shifts that take place on weekends and holidays, or ongoing research-based activities for remote placements. This special project

course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Market/industry research, customer feedback analysis, ingredient research, study of sustainable food production process, recipe analysis, provide kitchen management options and analyze the different impact on service, final portfolio. Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe safety shoes, apron) required. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. HAACP food safety and sanitation certification (Not applicable to remote option).

FWCACC480

Professional Cooking III: Italian Creative Cuisine and Decoration Experiential Learning

This course is intended to give advanced students the fundamentals of kitchen organization, menu composition, plating and decoration as well as consolidate their attitudes and skills thanks to full-immersion hands-on activities that will result in effective professional and personal growth, and introduce them to the concept of team work, timing and responsibility within the kitchen environment. The course is open to all students with a good experience in kitchen basics like knife skills, vegetables, meat and egg preparation, application of classic cooking methods and knowledge of main Italian ingredients. Students will have the opportunity to practice cooking techniques and basic kitchen organization skills on a daily basis. Students will be followed by the chef instructor, who will be their mentor in this restaurant cooking experience. The course will develop student skills in dish and menu composition, as well as in building combinations of ingredients based on the legacy of Italian tradition. To do this students will analyze the role of the leading Italian chefs of the last decades and their cooking styles in order to understand their influence on the development of Italian cuisine. The course will be held in the school's creative learning lab where students will put the learned techniques in practice for the preparation of an Italian cuisine menu. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Professional Cooking II: Cooking Techniques or equivalent.

FWCAWC480

Worldwide Cuisine Experiential Learning

3 semester credits. This course focuses on important foreign cuisines outside the mediterranean area and is meant to teach students how the influence of local cultures affected food preparation techniques and dishes in important geographic macro areas. This course allows students to examine the influence of geography and climate on the people, the features of the land, the production of agriculture, the available natural resources, and the main industries in many different areas. Special emphasis will be put on the relationship of attitudes and practices of food preferences and on how foods of a country show a relationship to the social and cultural development of an area. Students will experience food preparation from several cuisines based on the customs and heritage of these cultures. The ingredients used in the preparation of the dishes, along with their origin and diffusion, will be the highlights of the course, whose aim is to show how the environment, as well as the external cultural influences, is responsible for the characterization of local cuisines. Student will also adapt to various deviations in cooking strategies, develop an understanding of food sources and the availability of these ingredients. During the course students will benefit from practical application of international cooking in a collaborative kitchen environment. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by

instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Culinary Arts majors only.

FWCAC485

Professional Cooking III: Italian Creative Cuisine and Decoration Experiential Learning

6 semester credits. This course is intended to give advanced students the fundamentals of kitchen organization, menu composition, plating and decoration as well as consolidate their attitudes and skills thanks to full-immersion hands-on activities that will result in effective professional and personal growth, and introduce them to the concept of team work, timing and responsibility within the kitchen environment. The course is open to all students with a good experience in kitchen basics like knife skills, vegetables, meat and egg preparation, application of classic cooking methods and knowledge of main Italian ingredients. Students will have the opportunity to practice cooking techniques and basic kitchen organization skills on a daily basis. Students will be followed by the chef instructor, who will be their mentor in this restaurant cooking experience. The course will develop students skills in dish and menu composition, as well as in building combinations of ingredients based on the legacy of Italian tradition. To do this students will analyze the role of the leading Italian chefs of the last decades and their cooking styles in order to understand their influence on the development of Italian cuisine. The course will be held in the school's creative learning lab where students will put the learned techniques in practice for the preparation of an Italian cuisine menu. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Professional Cooking II: Cooking Techniques or equivalent.

FWCAPC490

Precision Cooking and Texture Development

3 semester credits. The course is divided into three phases and explores stimulating applications of contemporary cuisine. Precision cooking and texture development apply the latest scientific discoveries to food production and may require special instruments for the achievement of specific results. This course focuses on techniques that can be available in a professional environment and allow chefs to development their creativity in order to reach new and sometimes unexpected results. Phase 1, Temperature Application: This phase explores the possible applications in which precise and specific temperatures play a fundamental role. The microbiology as well as the sanitation practices for precision and low temperature cooking will be covered, with a complete overview of contemporary methods, equipment, and procedures used in contemporary kitchens and in food production labs. Special emphasis will be placed on sous-vide cooking through the use of the immersion circulator, applications of liquid nitrogen for different purposes other than freezing, stimulating effects of carbonation on food flavor perception, and the application of frozen food processing with the Pacojet food processor. Phase 2, Gels and Thickening Agents: This phase examines how contemporary chefs and food technologists use ingredients in ways that earlier generations would have never imagined. Topics will analyze the increasing use of ingredients such as thickening and gelling agents in order to create sauces with unexpectedly smooth textures, hot and cold gels, firm coating gels, and methylcellulose gels. With the support of a chemist, specific additives will be evaluated, discussed, and tested. Phase 3, Gases and Air-Based Preparations: This phase focuses on contemporary techniques of texture changes obtained by incorporating specific gases into foods in order to modify familiar textures, improve presentation methods, and serve unusual and contemporary dishes. Items such as foams, froth, and puffed snacks will be analyzed. Students will examine and test diverse types of foams, both hot and cold with different foaming agents from animal and vegetable sources, as well as learn how to produce light foams, thick fine-textured foams, textured snacks, airs, and froths. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). Prerequisites: Culinary Arts Majors only. The Science of Cooking: An Introduction to Molecular Cuisine, or equivalent.

FWCACCS500

Culinary Competitions: Training and Practice

3 semester credits. The course offers the unique opportunity of being trained by acclaimed professional chefs in order to compete at an international culinary expo. For culinary professionals, culinary expos and competitions are not only an opportunity to network, exchange ideas, and discover trends and products, but also an exchange of professional caliber and challenge with colleagues from the industry. The course will focus on food styling and plating techniques based on international rating standards for culinary competitions. Students will learn the importance of plating proportions, how to properly preserve colors, classic and contemporary decoration techniques, as well as team management. During the course, students will be constantly supervised by the course instructors for menu concept, testing, and development in order to gain a solid knowledge of the techniques applied to the presented dishes. The final objective of the course is to prepare students for participation with the award-winning Apicius Team at the Tirreno C.T. - The International Italian Culinary Expo food competition organized by WACS (World Association of Chefs Societies) and FIC (Federation of Italian Chefs). Prerequisites: Advanced-level pastry and culinary students, candidate profiles are reviewed by the chef faculty for the selection process.

FWCAMD515

Menu Development

3 semester credits. The planning and organization of a menu is one of the keys for the success of food service establishments. Starting from the consideration that food is strongly related to the social and cultural background, the course analyzes the gastronomic and nutritional trends of the last decades and how they have impacted food production, at any level. Food nutritional facts, food allergies and intolerances, the variety of eating habits are slowly changing foodservice approach when planning a menu. The course explores the history of menus and their development and offers students an overview of a variety of menus commonly offered. The goal of the course is to analyze all factors that contribute to the success of a good menu planning, starting from the relationship between the menu and marketing and continuing through the many steps that are necessary to provide an accurate, complete and functional work. Advertising, market search, suppliers and products search, cost and labor control will be fully covered and students will learn how staff, equipment, and facility can impact a menu. Emphasis will be placed on contemporary nutritional habits and on patrons expectations when eating out. Students will be involved in the comparison of local foodservice establishments menus with an analysis of the nutritional balance of their dishes. Prerequisites: Culinary Arts majors only.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWCARC530

Advanced Italian Restaurant Cooking I Experiential Learning

3 semester credits. This course focuses on developing students approach to professional kitchen organization from all different points of view: HACCP standards, equipment maintenance, food receiving and storing, mise en place settings, accurate plating style, importance of timing and menu planning for an organized production. Students will be involved in managing the restaurant kitchen acting like chefs de partie under the direct supervision of the Chef Instructor. Special emphasis will be dedicated to understanding concepts like interpretation and revision of typical Italian recipes in order to create and produce menus that represent the evolution of traditional cuisine. Students will apply the previously learned skills to develop balanced menus and will prepare dry and moist marinades, contemporary risotto styles, and complex classical sauces. The course includes three workshops, held during the semester intersessions, to offer a full-immersion in meat butchering and traditional Italian meat cookery, traditional offal cuisine and traditional Italian fresh pasta and related sauces production. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Four semesters of Culinary Arts course work or equivalent. Special note: This course includes mandatory team projects throughout the academic session.

FWCARC531

Advanced Italian Restaurant Cooking I Project 1 NC - Meats and Offal Workshop

This project is a mandatory component of the Advanced Italian Restaurant Cooking I course. Prerequisites: Four semesters of Culinary Arts coursework or equivalent.

FWCARC532

Advanced Italian Restaurant Cooking I Project 2 NC - Special Dietary Requirements

This project is a mandatory component of the Advanced Italian Restaurant Cooking I course. Prerequisites: Four semesters of Culinary Arts coursework or equivalent.

FWCARC533

Advanced Italian Restaurant Cooking I Project 3 NC - Pasta Workshop I: Traditional Recipes

This project is a mandatory component of the Advanced Italian Restaurant Cooking I course. Prerequisites: Four semesters of Culinary Arts coursework or equivalent.

FWCAIG540

Italian Gastronomy: Food and Culture

3 semester credits. The course focuses on the relationships between food and culture in Italy, with special emphasis on the connections between food and cultural background in various moments during the history of the world's famous boot. Students will learn about the social, historical, and cultural forces that have affected food production and consumption during centuries and how these forces developed the present-day professional environment of food service. Special emphasis will be put in a detailed review of the cultural and social changes that occurred in the last decades, on how they strongly modified once solid habits and how contemporary society is slowly responding. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWCAMC550

Mediterranean Cuisine and Ingredients Experiential Learning

3 semester credits. For human food not only sustains life but also defines identity in numerous ways. Food is an essential aspect of culture and has an evolution and development that begins with human history. The course offers students an overview of Mediterranean cuisine identifying different macro areas and analyzing them starting from historical and cultural background with special emphasis on the different cuisines of the countries facing the Mediterranean sea, their mutual and external influences, and the traditions they developed during centuries. Students will learn about food in Ancient Mediterranean society and the influence of geography, culture, religions on all the changes involving food and food production. The Course will also include an overview of the cuisines of Sicily, Sardinia, Puglia, Liguria as the most representative examples of the mediterranean diet. Emphasis will be placed on ingredients, flavor profiles, preparations, and representative techniques of the most important mediterranean cuisines. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Culinary Arts majors only.

FWCARC630

Advanced Italian Restaurant Cooking II Experiential Learning

3 semester credits. This course represents the definitive experience for students approaching the world of professional cooking and professionals that want to perfect their skills in contemporary cuisine. The course will provide a deeper insight into the preparation of contemporary dishes and will allow students to put their skills into practice in Italian restaurant settings. Along with learning advanced contemporary cooking techniques, students will manage the kitchen acting as sous chefs on a rotating basis, reporting directly to the Chef instructor and collaborating with the operational organization of the kitchen brigade. Students are asked to organize inventories and food cost control operations, guarantee the regular compilation of HACCP

documents and provide an equipment maintenance schedule. The topics covered will include cold smoking application, the use of whipping syphon and contemporary style sauces. Emphasis will be placed on new culinary trends and the developing branch of food pairing in order to broaden students knowledge of flavor combinations thanks to a scientific approach to tastes and flavors. The course includes four workshops, held during the semester intersessions, to offer a full-immersion in specialty fresh pasta production, traditional Italian seafood cuisine, gourmet vegetables cuisine and management of a daily market menu, plus a traditional Italian pastry experience. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Advanced Italian Restaurant Cooking I or equivalent. Special notes: This course includes mandatory team projects throughout the academic session.

FWCARC631

Advanced Italian Restaurant Cooking II Project 1 NC - Pasta Workshop II: Specialty Fresh Pasta and Dumplings

This project is a mandatory component of the Advanced Italian Restaurant Cooking II course. Prerequisites: Advanced Italian Restaurant Cooking I or equivalent.

FWCARC632

Advanced Italian Restaurant Cooking II Project 2 NC - Fish Filleting Techniques and Traditional Seafood Dishes Workshop

This project is a mandatory component of the Advanced Italian Restaurant Cooking II course. Prerequisites: Advanced Italian Restaurant Cooking I or equivalent.

FWCARC633

Advanced Italian Restaurant Cooking II Project 3 NC - Italian Gourmet Vegetables Workshop

This project is a mandatory component of the Advanced Italian Restaurant Cooking II course. Prerequisites: Advanced Italian Restaurant Cooking I or equivalent.

FWCAGM659

Cold Kitchen and the Art of Plating: Contemporary Garde Manger I Project NC

This project is the mandatory component of the semester course Cold Kitchen and the Art of Plating: Contemporary Garde Manger I.

FWCAGM660

Cold Kitchen and the Art of Plating: Contemporary Garde Manger II Project NC

This project is the mandatory component of the semester course Cold Kitchen and the Art of Plating: Contemporary Garde Manger II.

FWCAGM661

Cold Kitchen and the Art of Plating: Contemporary Garde Manger I

3 semester credits. This course provides students with skills and knowledge of the organization, equipment, and responsibilities of the "cold kitchen" focusing on its three main areas: catering and reception foods, plated appetizers and buffet displays. After an introduction about the history and development of the Garde manger profession, students will learn the fundamentals of the cold kitchen including presentation and plating techniques, cold salads, gourmet sandwich production, mousses, sauces and dressings, dairy product service and application, and cold soups. Emphasis will be placed on cold meats and seafood fabrication and presentation, including all safety and sanitation requirements necessary to guarantee a good and, at the same time, safe food service. Students will learn preparation, timing, and plating native to the banquet kitchen and will experience menu and plate development in order to operate successfully in the catering and reception businesses. The hands-on experience will guarantee students a profound understanding of the Garde Manger profession and constantly increasing skills. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning

environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Four semesters of Culinary Arts course work or equivalent.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

FWCAGM662

Cold Kitchen and the Art of Plating: Contemporary Garde Manger II

3 semester credits. This course provides students with skills and knowledge of the organization, equipment, and responsibilities of the "cold kitchen" focusing on its three main areas: catering and reception foods, plated appetizers and buffet displays. Students are introduced to and will prepare fingerfoods and canapés, pates and terrines, as well as basic charcuterie items while focusing on the total utilization of the product. Curing and smoking for preservation will be applied to both meat and seafood allowing students to appreciate the potential of salt as a preservation technique and as a source of flavor development. Students will learn and practice homemade sausages and fresh cheeses production, mousseline pates, and aspics including all safety and sanitation requirements to guarantee a good and, at the same time, safe food service. Students will learn preparation, timing, and plating native to the banquet kitchen and will experience menu and plate development in order to operate successfully in the catering and reception businesses. The hands-on experience will guarantee students a profound understanding of the Garde Manger profession and constantly increasing skills. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

Prerequisites: Cold Kitchen and the Art of Plating: Grade Manger I or equivalent.

FWCAPK670

Italian Product Knowledge

3 semester credits. This course offers an overview on traditional Italian ingredients, prepared goods, dairy products, and Italian specialties. The course explores fresh, prepared, and preserved foods and focuses on the products that represent an important cultural background for traditional and contemporary Italian cuisine. Special attention will be put into the analysis of the Slow Food movement and how it helped (and helps) to preserve the gastronomical heritage that made Italy become a landmark for quality food. Students will also learn to evaluate products for taste, texture, smell, appearance, and other quality attributes. Lectures will be also dedicated to the knowledge of distinctive liqueurs and wines. Field learning and practical experience will offer a wide panorama on both famous and niche products deeply rooted in Italian history. Prerequisites: Open to food and wine studies, hospitality, nutrition and dietetics, and health majors.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

DEPARTMENT of Dietetics and Nutrition

The Department of Dietetics and Nutrition offers a wide variety of courses with an emphasis on food sourcing, nutritional requirements, the functions of physiology and metabolism in the human diet, food choices, and issues of cultural and dietetic concern to consumers.

FWDNHN150

Health and Fitness in the Mediterranean

3 semester credits. Studies have shown that the Mediterranean diet offers many health benefits, especially when combined with exercise. This course includes lectures on various forms of physical and lifestyle activities and an overview of their respective

health benefits. The program will also include visits to athletic centers within the local community plus an overview of the nutritional aspects of Italian culinary traditions as an example of Mediterranean diet. The aim of this course is to provide students with a study of fitness and wellness and how their relationship promotes a healthy lifestyle based on the Mediterranean diet. Cooking labs, wine tastings, and physical activity are integral components of the course and will result in the creation of a customized exercise and nutritional program developed by the student. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

FWDNLN160

Lifetime Nutrition, Wellness, and Physical Activity

3 semester credits. This course offers a comprehensive approach to wellness, nutrition, and fitness from a lifetime perspective. Course topics will examine how healthy lifestyles span across the continuum of lifespans and ages with a focus on how dietary and fitness needs evolve throughout the four main life-stages: childhood, youth, adulthood, and for the elderly. Theoretical core concepts of how dietary and fitness needs are correlated to mental health and adapt according to each life-stage will be addressed along with a comparative focus on the Italian and Mediterranean approach. In addition to in-class lectures, the course features hands-on field experiences in nutrition labs for healthy diets and physical activities held in local Italian fitness facilities. Students will implement course topics and to cultivate student motivation for incorporating them into their own daily lives.

FWDNIN200

Introduction to Nutrition

3 semester credits. The continuous growth of nutritional awareness worldwide has brought nutrition to be one of the fundamental subjects in constant evolution during the last decades. This course provides students with basic nutrition concepts and focuses on the overview of the requirements and functions of protein, carbohydrates, lipids and the major vitamins and minerals that are determinants of health and diseases in human populations. Emphasis will be placed on the role of nutrition in growth and health through the life cycle and the role of diet in the development of chronic diseases and the maintenance of a good health status thanks to a balanced food consumption. The course offers an overview of food policies, food education and an analysis of nowadays eating habits. Students will also learn the guidelines for the balancing of a vegetarian diet and understand how to read a food pyramid.

FWDNHW200

Food, Health, and Wellness in Italy

3 semester credits. Italy represents longstanding traditions of food culture, wellness, and nutrition through health-oriented practices. Recent decades have represented a dramatic change in the way we approach health through the lens of food principles. Nutritional facts and information that are constantly updated and the ethics of sustainability have deeply influenced a global awareness of a healthy lifestyle. Italy's approach to seasonality and nutritional balance is characterized by an abundance of fruits and vegetables, healthy fats, and a distinct respect for food. This course will provide students with a complete overview of how food can be the basis of wellness, along with the practice of a positive lifestyle through cultural understanding and integration with the local community. Particular emphasis will be placed, through discussions and direct practice, on seasonality and nutritional principles, whole foods, and freshness, traditional customs, and contemporary innovation. Course topics will also reference the aphorism of "We are what we eat" and how it aligns with the Italian culinary tradition and culture. Students will also complete a survey of the different dietary recommendations that have been researched and developed to examine how the field of dietetics is directly affected by social and cultural implications. Through hands-on experiences and on-site cultural activities, students will experience the fundamentals of wellness-oriented cuisine and lifestyles in Tuscany and Italy. This class includes experiential learning with CEMI.

FWDNNS350

Nutrition in the Sports Industry

3 semester credits. This course is a study of the importance of nutrition in sports and exercise in order to maximize athletic potential and performance. Covered topics include food nutrients, role of water, bioenergetics in exercise and training, heat and fluid regulation during physical activity, weight, and eating behaviors. Students are encouraged to form educated and strategic regimens (exercise and dietary plans) from both scientific and holistic approaches for professional athletes and physically active individuals. Prerequisites: Introduction to Nutrition or equivalent.

FWDNNS355

Nutrition in the Sports Industry Experiential Learning

6 semester credits. This course is a study of the importance of nutrition in sports and exercise in order to maximize athletic potential and performance. Covered topics include food nutrients, role of water, bioenergetics in exercise and training, heat and fluid regulation during physical activity, weight, and eating behaviors. Students are encouraged to form educated and strategic regimens (exercise and dietary plans) from both scientific and holistic approaches for professional athletes and physically active individuals. This course includes experiential learning hours in professional sport environments. Experiential learning is held in dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Introduction to Nutrition or equivalent.

FWDNFW380

Health, Fitness, and Wellness in Italy

3 semester credits. Wellness is the search for enhanced quality of life, personal and potential growth, through the choice of positive lifestyle behaviors and attitudes. Health can be improved on a daily basis by taking responsibility for our own well being. This course will teach students how our state of wellness is deeply influenced by a variety of factors including nutrition, physical activity, stress-coping methods, good relationships, and career success. Emphasis will be placed on the benefits of a constant and planned physical activity and on the understanding how each of these benefits is important to long-term health. The course provides students with the basic knowledge of primary (cardiorespiratory ability, muscular ability, flexibility, and body composition) and secondary (balance, coordination, agility, reaction time, speed, power, mental capability) components of fitness as well as the basics of anatomy. The course will teach students how to combine a targeted nutrition and physical activity for the pursue of good health as well as develop physical skills that also enhance the psychological and emotional wellbeing. Emphasis will be placed on the differences between health-related fitness and skill-related fitness. The course includes physical activity sessions focused on general physical wellness.

FWDNSC430

The Science of Cooking: An Introduction to Molecular Cuisine

3 semester credits. Forty years after the first appearance of Molecular Gastronomy, Chefs' approach to food has dramatically changed. Gastronomists and food historians talk about the last great food revolution of our times; the movement that changed the way we perceive food and started to stimulate new questions and give interesting answers to those that want to enhance their food knowledge. Since then cooking has taken a great step forward, opening paths once impossible to even think about. This course is aimed at non-scientific students who wish to approach the world of scientific application toward cooking and want to improve their knowledge of cooking techniques. A scientist and a Chef will alternate teaching the course giving both technical information and practical suggestions. Students will learn cutting edge techniques to create new textures and amazing effects. Prerequisites: Two semesters of Culinary Arts coursework or equivalent.

FWDNTF480

Physiology of Taste and Flavor Experiential Learning

3 semester credits. This course explores and examines the physiology of sensory organs and how we perceive flavors. The course is designed to expose students to the theory and practice of sensory evaluation techniques and their application to the composition of dishes. Students gain knowledge of the anatomy and physiology of taste, smell and other senses and experience using these senses as analytical tools to assess food products. From the simplicity of identifying the basic tastes to the complexity of aftertastes and aromas, the objective of this course is to train taste buds to better understand the mechanics of our senses as they get in touch with food. Why do we react positively to sweet taste? Why do we sometimes refuse bitter taste? Does umami taste really exist? The course will answer these and many other related questions in order to give the students the instruments needed to deal with flavors that are not generally accepted but require a deeper understanding before being appreciated. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning

experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Culinary Arts majors only.

FWDNDS520

Dietetics and Nutrition in the Mediterranean

3 semester credits. A healthy lifestyle is based on eating nutritious food in appropriate amounts and promoting a sound lifestyle behavior that minimize the risk of chronic diseases so common nowadays in western world. This course introduces students to an in-depth knowledge of Mediterranean lifestyle, often defined as the healthiest and most complete, focusing on the nutritional aspects of Mediterranean diet and the cultural background of the most significant Mediterranean areas. Students will gain a sound knowledge of the criteria behind the Mediterranean diet pyramid and will compare it with 1) other world's dietary regimens 2) the many different dietary recommendations that developed in the last thirty years, to better understand how also dietetics is directly affected by an evolving society. An emphasis will be put on the benefits of living and eating the Mediterranean way, thanks to a focus on the main Mediterranean style dietary patterns. During the course students will analyze statistics on disease reduction, learn how to calculate nutrients quantity in dishes and develop a balanced Mediterranean style menu that will combine both nutritional indications and gastronomic culture of the area. This course provides tools and core elements needed to understand and adopt a healthy way of eating. Prerequisites: Culinary Arts majors or three semesters of Dietetics and Nutrition coursework, or equivalent.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

DEPARTMENT of Food and Culture

The Department of Food and Culture offers courses related to the social, anthropological, and cultural factors that have influenced food practices and traditions. Food topics are examined according to cultural and religious traditions and festivities, food history, major ingredients in Italian cuisine, the unique food practices of Italian communities and regions, and a series of courses related specifically to Tuscany.

FWFCFM200

Food, Media, and Culture

3 semester credits. Food is a global necessity to sustain life, and it is no surprise that for the majority of world populations there are many reasons for why we eat beyond the basic importance of daily sustenance. The concept of food includes not only what we eat but also how food is perceived, chosen, procured, produced, and consumed according to the complex interactions between individuals, cultures, and environments. Food depictions in media offer a perspective of the changing politics revolving around the food experience. This course analyzes food culture through representations including print, film, and traditional and new media. Food and food culture are evaluated as a consequence of social and political issues such as tradition/local rituals vs. globalization, the role of food in society, nutritional awareness, and food trends. Lectures, readings, class discussions, field learning activities, and food labs offer diverse points of reflection on food as well as the analysis of food through journalism, media, and communication studies. The food labs provide the hands-on component of this course in order to emphasize that while analyzing food representation in media, the most natural way to familiarize with food is to directly experience its preparation.

FWFCHW200

Food, Health, and Wellness in Italy

3 semester credits. Italy represents longstanding traditions of food culture, wellness, and nutrition through health-oriented practices. Recent decades have represented a dramatic change in the way we approach health through the lens of food principles. Nutritional facts and information that are constantly updated and the ethics of sustainability have deeply influenced a global awareness of a healthy lifestyle. Italy's approach to seasonality and nutritional balance is characterized by an abundance of fruits and vegetables, healthy fats, and a distinct respect for food. This course will provide students with a complete overview of how food can be the basis of wellness, along with the practice of a positive lifestyle through cultural understanding and integration with the local community. Particular emphasis will be placed, through discussions and direct practice, on seasonality and nutritional principles, whole foods, and freshness, traditional customs, and contemporary innovation. Course topics will also reference the aphorism of "We are what we eat" and how it aligns with the Italian culinary tradition and culture. Students will also complete a survey of the different dietary recommendations that have been researched and developed to examine how the

field of dietetics is directly affected by social and cultural implications. Through hands-on experiences and on-site cultural activities, students will experience the fundamentals of wellness-oriented cuisine and lifestyles in Tuscany and Italy. This class includes experiential learning with CEMI.

FWFCSF200

The Italian Food Industry: From Farm to Table

3 semester credits. One week of on-site field learning at an Italian farm before session start. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures will be complemented by visits, food tours, tastings, and cooking labs. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

FWFCNW220

Food, Wine, and the City: Florentine Neighborhood Walks

3 semester credits. The best way to get to know a city is to explore it by foot, wander its streets, gain confidence with its social life and surroundings, breathe in every corner of it, and be captured by the unique views, perfumes, and, especially in Italy, the food. Jean Brunhes wrote “To eat is to incorporate a territory” mainly because food, its ingredients, and the rituals connected to it, have represented the mirror of society since ancient times. This course offers a unique opportunity to immerse oneself into Florentine gastronomy and cultural background through neighborhood walks and tastings, using the city as one of most beautiful classrooms. Walking will give students the opportunity to see things that they otherwise would never see and to taste what’s hidden in between the tourist food attractions. Going by foot means to stumble across areas of the city that are not always intended for tourists, maybe less fancy or famous, perhaps calmer and more beautiful, possibly with the best food ever tasted, along with neighborhood stories and curiosities to be discovered in tiny galleries or in hidden food and wine shops. Florence and its treasures are ready to be unveiled. Classes include tastings in gelaterie, gastronomie, enoteche, visits to food-related city spots, and suggestive walks in the secret Florence. The course is intended to provide academic knowledge through guided field learning activities that include research, on-site involvement, and topic assessment for each food and wine themed walk in Florence. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

FWFCFC240

Food, Culture, and Society in Italy

3 semester credits. This course is targeted towards students with an interest in Italian food traditions, society, and culture. The main focus consists of what is generally defined as "made in Italy" culture and style in post-war Italy. Also covered are the relationships between Italian traditions, folklore and contemporary Italian society drawing from examples including festivals, food, tourism, and economy, and the influence of foreign civilizations. Students will be asked to regard the subject of food outside of the context of ingredients and the procedures used to create a dish; we will instead examine a large scale context in which food is either featured as a main component or an integral element in cultural situations. Thus the student is asked first and foremost to observe the presented material across an anthropologic lens that roves over the entire Italian peninsula. Lectures will be complemented by student cooking labs and/or tastings.

FWFCVC245

Italian Vegetarian Culture and Traditions

3 semester credits. Italian gastronomic tradition is strongly rooted in the consumption of plant-based foods since ancient times. This course offers the opportunity to explore the idea of how integrated vegetables are to Italian gastronomy and the potential redundancy of the vegetarian diet concept in Italy. The survival of previous generations relied heavily on vegetables, grains, cheeses, and fruits while limiting meat consumption to special occasions. This inherently vegetarian heritage is now available and celebrated in the multitude of Italian culinary masterpieces: simple and tasty preparations that are consumed for what they are, independently from a specific dietary regimen such as vegetarianism. Current times have witnessed a growing interest in vegetables consumption due to awareness campaigns and an increasing focus on health and wellness, a sign that the existing ancient bond between man and vegetables is fortunately becoming even stronger. Nutritional interest and the need for genuine food have contributed to the development of cultural movements that based their strength on plant-rich diets, organic foods, and a more genuine approach to seasonal food production. This course offers the opportunity to understand the deep connections between vegetables and Italian culinary heritage, and to discover the "naturally vegetarian" personality of Italian cuisine.

FWFCSF250

The Italian Food Industry: From Farm to Table

3 semester credits. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures will be complemented by visits, food tours, tastings, and cooking labs.

FWFCFT260

Introduction to Italian Food Traditions

3 semester credits. Italian cuisine draws from food-based traditions that have developed over the centuries spanning Italy's political, cultural, and social formation. This course will introduce the student to the foundational food traditions that unite the Italian peninsula as well as the traditions that distinguish regional differences. Key concepts focus on the development of unchanging traditions and their cultural significance in contemporary society. Lectures will be complemented by student cooking labs and/or tastings.

FWFCLV260

Leonardo Da Vinci: Art, Botany, Alchemy, and Recipes

3 semester credits. The genius of Leonardo Da Vinci is boundless and this course introduces students to his universal genius through an overview of his life, art, and his remarkable approach to the exploration of nature. Centuries before the scientific method of investigation became a standard for philosophers and scientists, Leonardo had already developed the essential characteristics that are still a part of the methodology today. Yet, his experiential and interdisciplinary approach to the world around him is still a mystery that continues to inspire current generations with the challenge to unveil the layers of his creative powers. In this course, students will have the opportunity to investigate Leonardo's intellectual evolution, his interest in

botanical studies, and his quest to discover the secrets of nature that allowed him to become a master and inspiration of Renaissance art. Leonardo's unique path will be analyzed through a focus on his youth in Florence, his artistic career in Milan and France and the legacy of his masters, with investigation of his anatomical dissections and the inventions of extraordinary machines, as well as his approach to the mysteries of alchemy and some of his lesser-known interests. Not everybody knows that Leonardo's genius also involved the study of table manners, the creation of kitchen utensils, and the planning of pioneering kitchen devices that will also be experimented in this course. Discussions on Leonardo's various studies and their outcomes, guided visits in locations related to his artistic and scientific vocation, field learning activities, and a series of practical workshops on recipes written and inspired by Leonardo's eclecticism will provide the tools to construct a comprehensive understanding of the man behind the genius. This class includes experiential learning with CEMI.

FWFCSF260

The Italian Food Industry: From Farm to Table

6 semester credits. One week of on-site field learning at an Italian farm before session start. Upon completion of the field learning week, the course continues as a regular academic session in Florence. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures in Florence will be complemented by visits, food tours, tastings, and cooking labs. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

FWFCIF280

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development

and evolution of religion, its connection to food, and their heritage in the contemporary society. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

FWFCCC285

Italian Civilization and Culture: Mediterranean Food Traditions

6 semester credits. This field learning course engages the student in topics related to Italian civilization and culture through direct experience and on-going research. Places of historic, archeological, artistic, architectural, religious, and culinary importance will be introduced on-site as students are guided by the instructor to contextualize an interdisciplinary understanding of Italy. The 3-week course focuses on three distinct areas of geographic interest in Italy: Northern Italy and its relationship to Europe; Southern Italy's proximity to Middle Eastern and Mediterranean cultures; and Central Italy's cultural dominance due to the Etruscan, Roman, and Renaissance influence. Pre-course research is required through the analysis and study of designated resources and bibliographies. On-site fieldwork and assessment are conducted on a daily basis between the instructor and students. Discussion, recording, and presentation are essential forms of re-elaborating the course topics. The course aids students in acquiring a more sophisticated understanding of food culture as an interdisciplinary approach to Italian culture and society.

This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

FWFCIF285

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits.

FWFCIF290

Multiculturalism, Food, and Religions in the Italian-French Riviera

6 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. Upon completion of the field learning week, the course continues as a regular academic session in Florence. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

FWFCRP300

Food of Italy: Regional Cultures

3 semester credits. This course focuses on different aspects of regional food in Italy. Emphasis is placed on how food relates to the local lifestyle. Regional economy and local resources are analyzed and compared. Students are introduced to a diversity of local products. Lectures will be complemented by student cooking labs and/or tastings.

FWFCFJ300

Ethics and Justice in Food Systems

3 semester credits. Where does our food come from? How is it grown? What is actually in the food we eat? These are all important questions that we don't always want to know the answer to. Food justice is a social movement that examines the ethics of food production and food distribution, access to food, and the policies that are often a silent ingredient in our meals. Organic foods, farming, labor wages and practices, food supply distribution and waste, and sustainability are among the themes to be examined in this course. How food systems impact the health and well-being of individuals and communities, political policies and their role in food distribution in developed and developing countries, and the consequences of globalization on food ethics will be addressed through hands-on workshops, visits, and in-class discussions. A special emphasis will be placed on the cultural aspects of food supplies, the Italian traditions of food production and consumption, and the darker roles represented by food in organized crime and immigration.

FWFCTW300

Grow, Cook, Heal: Therapy for Wellbeing

3 semester credits. The garden is a space traditionally associated with food cultivation and recreational activity, both are known to have an influence on wellbeing. This course explores a culture of wellness based on the fundamentals of horticulture therapy and the use plants and green spaces, as well as horticultural and culinary activities to promote wellbeing. Students will explore the traditions related to garden activities to foster cognitive, social, emotional, and physical wellbeing for individuals and specific groups (i.e. the elderly, children, individuals with special needs) in a variety of settings. Adapting horticultural therapy in diverse site conditions from sowing to cultivation and the preparation of food products from the garden harvest will be a focus of this course. Course topics will include principles of horticulture, soils and soil cultivation, plant propagation, and harvesting, and the

therapeutic potential of farm to table practices. Students will experience first-hand the restorative powers of green spaces through garden management and cooking labs to examine the benefits of the natural environment as a fundamental outcome of this course. This course includes an Experiential Learning Project with CEMI.

FWFCAF301

Food and Culture: Anthropology of Food

3 semester credits. This course is designed to explore the diversity of food and culture around the world. It will apply the concepts and principles of anthropology to the study of human diet and nutrition. The overall goal is to broaden awareness and understanding of how different cultures celebrate food through rituals and traditions. Students will analyze the origins of the human diet, the role of the cultural heritage on food preparation techniques, identify nutritional menus for international and regional areas; interpret international recipes, customs, and lifestyles; and compare ethnic customs in order to understand social/cultural meanings and implications of food behaviors.

FWFCFJ304

Ethics and Justice in Food Systems - Service Learning

4 semester credits. Where does our food come from? How is it grown? What is actually in the food we eat? These are all important questions that we don't always want to know the answer to. Food justice is a social movement that examines the ethics of food production and food distribution, access to food, and the policies that are often a silent ingredient in our meals. Organic foods, farming, labor wages and practices, food supply distribution and waste, and sustainability are among the themes to be examined in this course. How food systems impact the health and well-being of individuals and communities, political policies and their role in food distribution in developed and developing countries, and the consequences of globalization on food ethics will be addressed through hands-on workshops, visits, and in-class discussions. A special emphasis will be placed on the cultural aspects of food supplies, the Italian traditions of food production and consumption, and the darker roles represented by food in organized crime and immigration. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

FWFCTW304

Grow, Cook, Heal: Therapy for Wellbeing - Service Learning

4 semester credits. The garden is a space traditionally associated with food cultivation and recreational activity, both are known to have an influence on wellbeing. This course explores a culture of wellness based on the fundamentals of horticulture therapy and the use plants and green spaces, as well as horticultural and culinary activities to promote wellbeing. Students will explore the traditions related to garden activities to foster cognitive, social, emotional, and physical wellbeing for individuals and specific groups (i.e. the elderly, children, individuals with special needs) in a variety of settings. Adapting horticultural therapy in diverse site conditions from sowing to cultivation and the preparation of food products from the garden harvest will be a focus of this course. Course topics will include principles of horticulture, soils and soil cultivation, plant propagation, and harvesting, and the therapeutic potential of farm to table practices. Students will experience first-hand the restorative powers of green spaces through garden management and cooking labs to examine the benefits of the natural environment as a fundamental outcome of this course. This course includes an Experiential Learning Project with CEMI. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper

understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

FWFCBG305

Buontalenti's Florence: From Architecture to Gelato

3 semester credits. This course offers students a combination of two original approaches to Bernardo Buontalenti: discovering the artistic contribution of a genius in Florence's 16th century intellectual scene, and learning the cultural, political and scientific background that led to the creation of modern ice cream (gelato). The lessons will range from Buontalenti's childhood at the Medici court to his artistic training spanning the analysis of his Florentine works (ephemeral installations for spectacular events, theatrical sets, and costumes), masterpieces of sculpture, architecture, and monumental gardens. Buontalenti's eclectic genius also involved the creation of the first ice cream machine. Students will learn about the various production techniques and genesis of sorbet, granita, and gelato from both a historical and technical point of view. Coursework will be organized through a series of practical workshops on various types of frozen desserts, lectures focusing on the artistic works of Buontalenti, and guided visits of major works by Buontalenti in Florence. Visits will include specialized tastings at select artisanal laboratories in Florence. This class includes experiential learning with CEMI.

FWFCEC308

Everything Chocolate: From Therapy to Pleasure

3 semester credits. This course will cover all aspects of chocolate from the scientific, cultural, and gastronomic points of view. Topics include its history from Aztec origins to globalization during the Industrial Revolution, the hotly debated health and aphrodisiac issues surrounding chocolate, and the role of chocolate in literature and films. Students will be introduced to the processes of chocolate production, types of finished chocolate products, past and present trends of chocolate preparation and service, the notions of chocolate pairing, and the chemical makeup of chocolate and how it influences medical/scientific research. In addition to the theoretic part of the course, hands on workshops will be dedicated to chocolate tastings and both classic and innovative chocolate preparations.

FWFCMD325

The Mediterranean Diet: A Guide to Healthy Living

3 semester credits. This course includes lectures on typical Italian products that make the Mediterranean diet the symbol of healthy living: olive oil, pasta, rice, polenta, etc. The food pyramid will be analyzed and compared with the everyday food of Italian homes. Lectures will be complemented by student cooking labs and/or tastings. Hands-on preparation feature typical dishes of the Mediterranean diet.

FWFCFF347

The Florence Food and Culture Experience

3 semester credits. The city of Florence is a veritable mine of food and cultural experiences spanning from the kitchens of the Medici family to the rustic regional cuisine of Tuscany, growing rituals such as aperitivo, and high profile restaurants recognized internationally. The aim of this course is to introduce students to the food, street, and cultural scenes that set Florence apart from other metropolitan cities; encourage the discussion of the historical weight of its storied past on the food culture of today, and construct a topographical map that indicates the pinpoints of Florence's thriving gastro-cultural activities. Lectures will be complemented by student cooking labs and tastings.

FWFCPH350

Pasta, an Italian Staple: from History to Table

3 semester credits. Pasta has been a part of Italian life for millennia and plays a fundamental role in Italian cuisine. This course combines lectures and workshops to provide students with a well-rounded knowledge of one of the main elements of Italian gastronomic culture. Students will study the history of pasta and some of the myths surrounding it, from its possible origins in Ancient Greek and Roman times to its diffusion in other cultures aided by Italian emigration. Particular focus will be placed on the role of pasta in Italian traditions and culture and its development over the centuries. Theoretical lectures will be complemented by hands-on workshops through which students will learn traditional techniques for the preparation of fresh pasta.

FWFCCC350

Food, Culture, and Community

3 semester credits. Though food diversifies throughout the world according to local cultural backgrounds, there is a common ground in the universal approach to food: it is a part of everyday life and sharing food is still one of the greatest examples of humans acting as “social creatures.” Italy represents a unique case for now food is both celebrated and is involved in cultural celebrations that are still fundamental in Italian society. This course will provide students with a full immersion in the relationship between food and the local community in Italy, focusing on the many moments that represent conviviality in Italian culture and society. Coursework includes a wide variety of field learning activities through which students will be introduced to local and traditional crafts, food markets, typical street food vendors, local purchasing groups, community-supported agriculture, and countryside food festivals as fundamental milestones in the Italian gastro-social tradition. Through hands-on experiences and on-site activities students, will learn the fundamentals of community-gearred food production and will acquire a deeper understanding of food as an essential element of society. This class includes experiential learning with CEMI.

FWFCCC360

Food, Culture, and Community Experiential Learning

6 semester credits. Though food diversifies throughout the world according to local cultural backgrounds, there is a common ground in the universal approach to food: it is a part of everyday life and sharing food is still one of the greatest examples of humans acting as “social creatures.” Italy represents a unique case for now food is both celebrated and is involved in cultural celebrations that are still fundamental in Italian society. This course will provide students with a full immersion in the relationship between food and the local community in Italy, focusing on the many moments that represent conviviality in Italian culture and society. Coursework includes a wide variety of field learning activities through which students will be introduced to local and traditional crafts, food markets, typical street food vendors, local purchasing groups, community-supported agriculture, and countryside food festivals as fundamental milestones in the Italian gastro-social tradition. Through hands-on experiences and on-site activities students, will learn the fundamentals of community-gearred food production and will acquire a deeper understanding of food as an essential element of society. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FWFCPK670

Italian Product Knowledge

3 semester credits. This course offers an overview on traditional Italian ingredients, prepared goods, dairy products, and Italian specialties. The course explores fresh, prepared, and preserved foods and focuses on the products that represent an important cultural background for traditional and contemporary Italian cuisine. Special attention will be put into the analysis of the Slow Food movement and how it helped (and helps) to preserve the gastronomical heritage that made Italy become a landmark for quality food. Students will also learn to evaluate products for taste, texture, smell, appearance, and other quality attributes. Lectures will be also dedicated to the knowledge of distinctive liqueurs and wines. Field learning and practical experience will offer a wide panorama on both famous and niche products deeply rooted in Italian history. Prerequisites: Open to food and wine studies, hospitality, nutrition and dietetics, and health majors.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

DEPARTMENT of Food, Family, and Consumer Sciences

The Department of Food, Family, and Consumer Sciences offers courses with a focus on how food and consumer sciences and practices affect family and society. Specialized topics related to the Italian society and evolving family traditions investigate how consumption, resources, and meal management are practiced today.

FWFSIF170

Cultural Introduction to the Italian Family

3 semester credits. One week of on-site field learning with Italian families before session start. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

FWFSIF180

Cultural Introduction to the Italian Family

3 semester credits. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families.

FWFSIF184

Cultural Introduction to the Italian Family - Service Learning

4 semester credits. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families. Students will be involved in experiential learning projects which will provide students the opportunity to interact through the "Family Club" with Italian families and merge with the local community. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

FWFSIF190

Cultural Introduction to the Italian Family

6 semester credits. One week of on-site field learning with Italian families before session start. Upon completion of the field learning week, the course continues as a regular academic session in Florence. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families. This class includes field

learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

FWFSSA300S

Food Safety and Sanitation

1 semester credit. This seminar introduces safe food production practices. Topics covered include prevention of food borne illness through proper handling of potentially hazardous foods, legal guidelines, kitchen safety, facility sanitation, safe practices of food preparation, storing, and reheating guidelines.

FWFSFB310

The Art of the Italian Family Business

3 semester credits. Family enterprises have always been central to the social and economic fabric of Italy. Some of the world's oldest family companies are Italian and the city of Florence represents a very important starting point. The course will explore the evolution, characteristics, and significance of Italian family firms and also analyze the changes and trends in Italian family businesses over the centuries, how a 2,000-year-old system is reacting to an age of increasing European unity and integration, mass immigration to Italy, and globalization and competition with China and India. The first part of the course will provide an overview of the history of family-owned firms from the Roman empire to the present day and their role in the social, political, and economic life of Italy. The second part will consider case studies in different sectors: wine and food, fashion, the automobile industry and the hospitality sector. Site visits to family enterprises in and around Florence are an integral part of the course.

FWFSMP330

Meal Planning and Meal Management in the Italian Family

6 semester credits. The aim of this course is to understand the meaning and role of foods in Italian family meals. The course examines the development, structure, and maintenance of the Italian family through history. Evaluation of different regional meals and examples of Southern, Central, and Northern family dishes will be prepared during workshops. Students will also compare and examine various social issues associated with the study of Italian families. Students will interact with Italian families for the entire length of the course by taking part in preparing nine meals with the family.

DEPARTMENT of Wine and Culture

The Department of Wine and Culture offers courses that examine the historic and cultural aspects that are inherent to the world of wines. Wine is explored through appreciation, the culture of wine in Tuscany and Italy, and the relationship between food and wine.

FWWCTW262

Tuscany and Its Wines

3 semester credits. The course will introduce students to the outstanding richness of Tuscan wine heritage. As Tuscany is a benchmark of Italian winemaking culture and tradition, this course analyzes how the most important historical events, members of Florentine noble families, and pioneering winemakers have revolutionized, over the centuries, the Italian wine industry today. Course structure includes the study of the famous and representative wine production areas of Tuscany, as well as major native grape varieties. A general introduction to wine appreciation will help students understanding the selected Tuscan wines and their specific features.

FWWCMW307

The Mystery of Wine

3 semester credits. The objective of this course is not to explain the technical or scientific aspects of wine-making and wine tasting analysis but that of exploring the cultural contexts that have always accompanied wine. Whether in the courts of

emperors, kings, and philosophers or in the realm of common folk, the course will explore the myth and cult status of wine and the deeply probing fascination that wine has wielded over humans since its birth. Wine will be discussed as a historic and cultural player in society by examining texts, artistic depictions, and other documented sources to uncover the alluring aura that renders wine a constant companion of food and our insatiable palates.

FWWCWT310

Wine Culture and Society in Tuscany

3 semester credits. This course explores wine cultures and societies in Tuscany. On a socio-cultural level, wine holds an iconic position of the Tuscan table, as it is used to celebrate local festivities, perpetuate customs, and to energize social gatherings and events. This course introduces students to the underlying human context behind Tuscan wine productions and service, covering a variety of wine-producing zones in the region - from larger productions, such as Chianti and the Super Tuscans, to lesser-commercialized emerging areas like Montecucco and Chianti Rufina.

FWWCRW330

Exploration of Wine Culture in Italy

3 semester credits. The wine culture in Italy takes its origins from the successful combination of rural and noble expertise devoted to winemaking over the centuries. The structure of Italian wines, their harmonious qualities, and their refinement reflect the link between the farmer, who learns directly from nature, and the refined Renaissance gentleman, noble by education and tradition. The course aims to provide the student with the images, feelings, and flavors of wine across the cultural, architectural, economic, and historic aspects of Italian civilization that is now experiencing a second rebirth in the contemporary era.

FWWCPF335

Pairing Food and Wine

3 semester credits. This course presents an exploration of food and wine pairing. The topic goes beyond a classic approach to pairing by demystifying the terminology and the methodology of matching wine and food. Whether preparing a meal at home or ordering at a restaurant, students gain an enhanced knowledge of pairing that can create a harmony and synergy between wine and food, which ultimately leads to a sublime connection of the mind, mouth, memories, and experiences. Particular focus will be given to the Italian cultural approach through wine tastings from the major wine areas paired with classic Italian recipes.

FWWCWC340

Food, Wine, and Culture in Italy

3 semester credits. This course is targeted towards students who are interested in the Italian traditions and the pivotal role that Italy has played in the evolution of food and wine culture. Italy is in fact the oldest wine-producing nation in the world where grapes are grown in almost every region of the country. This course will consider and analyze the various influences and cultural overlaps that this ancient tradition has brought to contemporary Italian culture. The course will also feature an Italian language component in order to better understand and appreciate the elements of contemporary Italian culture which will be discussed during the course. This course includes an Italian language component for beginning-level students and field learning activities. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

FWWCWC345

Food, Wine, and Culture in Italy

6 semester credits. This course is targeted towards students who are interested in the Italian traditions and the pivotal role that Italy has played in the evolution of food and wine culture. Italy is in fact the oldest wine-producing nation in the world where grapes are grown in almost every region of the country. This course will consider and analyze the various influences and cultural overlaps that this ancient tradition has brought to contemporary Italian culture. This course includes an Italian language component for beginning-level students and field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include

field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

DEPARTMENT of Wine Expertise

The Department of Wine Expertise offers a thorough exploration of wine studies and enology. Courses are designed for students intending to continue with careers in the professional wine industry. Italian and international wines are examined through a scientific approach for organoleptic and production qualities as well as from a marketing perspective.

FWWEWA340

Wine Appreciation: Wines of Italy

3 semester credits. This course introduces students to Italy's wine culture, tradition, and heritage as well as to the importance of wine within the Italian socio-economic framework and how to read an Italian wine label. The major grape varieties cultivated in Italy will be analyzed and an emphasis will be placed on the main wine production techniques in order to understand the winemaking processes for red, white, rosé, Italian sparkling, sweet, and fortified wines. Students will learn the differences among types and styles of wine according to the winemaking choices, developing a critical capability of analysis and classification.

FWWEWA350

Italian Wine Appreciation: A Sensorial Analysis

3 semester credits. This course has been designed to provide students with an advanced working knowledge of wine appreciation. Emphasis is placed on sensory evaluation, deep flavor analysis, organoleptic components of wine, how to detect wine faults, and the role of chemistry in wine flavors. Course topics will be covered through a complete overview of the most important Italian wine Denominations. Students will be guided to professional wine appreciation that will include comparative, blind, and vertical wine tastings.

FWWEVE350

Viticulture and Enology: An Educational Wine Tour

3 semester credits. The course gives both a general overview of the Italian viticulture and a systematic description of the grapevines. The students will study the history of viticulture, the life cycle of a vineyard and of a grapevine, and the processes that took place to arrive at modern viticulture. Course topics include environmental analysis, the choice of the right rootstocks for varying conditions, crafting techniques, canopy systems, trellis control, protections from pests and diseases, cultivation issues that positively or negatively affect winemaking, and cost management factors. Emphasis will be put on comparative cultivation systems among conventional, organic and biodynamic techniques. An introduction to microbiology will help students completing all aspects related to enology. Students have the opportunity to learn directly from wine producers through a series of activities held in professional contexts. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topic.

FWWEWS350

Special Project: Experiential Learning in Wine Service and Beverage Management

3 semester credits. Students enrolled in the Wine Service Beverage Management special project will be acquire skills related to managing the wine and beverage service at Ganzo and Fedora, the school restaurant and pastry shop/bistro of Apicius International School of Hospitality. Under the leadership and supervision of wine service professionals, students will also have the opportunity to develop an understanding of the activities, functions, and organization of a restaurant and/or wineries. Students will also learn how to maintain weekly records of sales and wine costs. The aim of the special project is to increase knowledge of wine service, presentation methods, restaurant procedures, wine expertise, and pairing in the hospitality industry. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends/holidays, or ongoing research-based activities for remote placements. This special project course features experiential

learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Beverage industry research and market trends analysis, wine service practices, operational involvement and analysis, customer care standards and practices, consumer trend observations and projections, strategic planning for the wine industry, final portfolio. Additional materials/Dress code: Black trousers and clean safety (closed) shoes required. A t-shirt and apron will be provided for a refundable deposit fee. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

FWWEWW360

Wines of the World: The Old World

3 semester credits. This course has been designed to provide students with an in-depth knowledge of the main wine producing countries of the Old World as France, Spain, Germany, Austria, Portugal, Hungary, Greece, Slovenia and of course Italy. Students will be guided across Europe to discover the principal wine areas and native grape varieties, with a specific focus on the cultural heritage and winemaking tradition that belong to each country. Course topics include the different appellation systems, soil characteristics, and basics of winemaking process. The course also offers an introduction to wine tasting in order to better understand the original features of the wines from each country.

FWWEPP370

Professional Pairing Food and Wine: A Sensorial Analysis

3 semester credits. This course presents a practical and technical approach based on understanding the direct relationship and reactions between components, flavors, and textures. This approach uses sensory analysis to help the student identify key elements that affect pairings. Concrete examples include food analysis and tasting notes. Dedicated dishes, ingredients, and flavorings will be paired with wine in order to understand the interaction between these elements. The direct food and wine pairing analysis will also culminate in a complete gastronomical, regional, and cultural context evaluation. Wines from the New and the Old World, paired with food, will offer students a real perspective of the concept of identity in the world of gastronomy.

FWWEWF380

Wines and Champagnes of France

3 semester credits. This course presents, explains and analyzes the role of France as a reference model in the wine world. Course topics cover the historical and cultural origins of winemaking in France, the main native grape varieties as well as the major French wine production areas: Champagne, Bordeaux, Burgundy, Alsace, Loire Valley, Provence and more, with detailed studies on wine characteristics according to the place of production. Students will be guided, also through wine tastings, throughout the french territory to gain an in-depth understanding the concepts of Terroir, Cru and the influence of France on international viticulture and wine styles.

FWWEWC380

Wine Communications and Marketing

3 semester credits. This course focuses on the business and marketing aspects of the wine industry. Students will consider and analyze wine marketing including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, and economics of the wine world industry. Course topics also cover distribution channels and sales strategies according to laws and regulations of each country, consumer demand and responsible drinking issues. Students will be able to identify the various career paths in the wine business according to their inclinations and personal skills.

FWWEWC385

Wine Communications and Marketing Experiential Learning

6 semester credits. This course focuses on the business and marketing aspects of the wine industry. Students will consider and analyze wine marketing including an introduction to communication theory, wine communication practices and trends,

introduction to management and marketing theory, wine marketing strategies, and economics of the wine world industry. Course topics also cover distribution channels and sales strategies according to laws and regulations of each country, consumer demand and responsible drinking issues. Students will be able to identify the various career paths in the wine business according to their inclinations and personal skills. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FWWEWW460

Wines of the World: The New World

3 semester credits. This course continues the journey of world wines by focusing on countries of the “New World” in order to further develop students’ experience and knowledge. The countries to be studied are: United States of America (with a special emphasis on California), Australia, South Africa, New Zealand, Chile and Argentina, and some newcomers. Students will participate in comparative tastings to be able to conduct a critical analysis of wines produced in different parts of the New World, with the usual emphasis on the relationship between sensory properties of the wines and factors associated with their place of origin.

FWWEFW461

Food and Wine Pairing and Wine Service Experiential Learning

3 semester credits. Students will perform and operate firsthand Wine and Food Pairing along with Wine Service at real events. Tasks will range from tasting, serving, interpreting labels, wine terminology, and storage. Wine lists will be prepared under the supervision of a faculty member. In addition, the student will cover the principles of correct restaurant style food and wine pairing along with professional wine service and wine service management. This class includes experiential learning hours. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FWWEWB470

Wine Bar Management

3 semester credits. This course focuses on successful wine and bar management. Students will study the progression from the concepts related to wine bar operations to a comprehensive vision of successfully managing a wine bar business. Course topics focus on wine bar financing, staff management, analysis, and marketing. Students will learn the strategies and tools to effectively market and promote a wine bar-related business and effectively build a solid customer base without necessarily resorting to the traditional means of expensive and often ineffective forms of advertising.

Prerequisites: An introductory hospitality course or Introduction to Management, or equivalent.

SCHOOL OF HOSPITALITY (HP)

The School of Hospitality (HP) gathers the following departments: Hospitality and Tourism Management (HT) Hotel and Lodging Management (HL) Restaurant, Food, and Beverage Management (FB) Spa Management (SM) The School of Hospitality allows students to interact with the Italian tradition of hospitality practices enriched by a contemporary, sustainable focus. The school aims at creating high quality professional profiles capable of understanding the cultural and territorial resources to apply through managerial skills. Coursework offers management-based studies for the hotel, restaurant, food and beverage, and spa industries; client and personnel management courses provide tools for improving business success through

communication skills. Other important areas of study at the School of Hospitality include destination strategies from an Italian perspective, event planning and production, and marketing and budgeting strategies in hospitality.

DEPARTMENT of Hospitality and Tourism Management

The Department of Hospitality and Tourism offers introductory and general management courses for the Hospitality and Tourism industry. Courses focus on issues in contemporary international tourism and sustainable practices. Special aspects of Italian and Tuscan tourism are examined in a globalized context for international markets.

HAHTHO130

Italian Language for Hospitality Majors

3 semester credits. This course concentrates on rapidly developing a basic command of Italian while introducing the student to various aspects of the Italian culture through the hospitality industry. Students will have the opportunity to learn on-site with their instructors through a series of walking tours and visits in Florence to hotels, restaurants, and wine-related establishments. Technical vocabulary will be enhanced and finalized to prepare the student for the hospitality industry. Equal focus will be given to grammatical structures, vocabulary, and conversation skills. Students will develop a vocabulary that will enable them to engage in simple but useful everyday conversations, thus enhancing and supporting their Italian experience. After taking this course, students will be able to express themselves in the Present tense and Passato Prossimo and to use both nouns and adjectives in the correct form with reference to gender and number. No prior knowledge of Italian required, this is a beginner-level course.

HPHTIE200

Introduction to Event Management

3 semester credits. This introductory course provides students with the basic knowledge in the operation, coordination, and management of special events, and an overview of the major segments of the event industry. This course is designed for those who wish to explore the event industry for the first time with the purpose of developing their event management capabilities starting from a beginner level. Throughout course duration, students will have the opportunity to participate in a variety of real events held on campus in order to apply information acquired during class to a realistic context. During the course, students will gain first-hand experience by analytic observation through participation in a variety of events organized on campus. This class includes experiential learning with CEMI.

HPHTRO250

Retail Operations and Management

3 semester credits. The aim of this course is to provide students with a basic knowledge of retailing management. Students will learn about the different types of retailers, characteristics of retail channels, customers, and competitors in order to develop effective retail strategies. This course focuses on strategic decisions made by retailers including retail market strategy, location and site strategy selection for retail outlets, and store layout design and strategies. Students will learn about merchandising management principles, including how to manage merchandise inventory, organize merchandise, and evaluate performance. This course includes principles of retail pricing and how retailers set and adjust prices for the merchandise and services they offer. Students will also gain knowledge on how retailers build their brand image and communicate with customers. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI).

HPHTRO255

Retail Operations and Management Experiential Learning

6 semester credits. The aim of this course is to provide students with a basic knowledge of retailing management. Students will learn about the different types of retailers, characteristics of retail channels, customers, and competitors in order to develop effective retail strategies. This course focuses on strategic decisions made by retailers including retail market strategy, location and site strategy selection for retail outlets, and store layout design and strategies. Students will learn about merchandising management principles, including how to manage merchandise inventory, organize merchandise, and evaluate performance. This course includes principles of retail pricing and how retailers set and adjust prices for the merchandise and services they offer. Students will also gain knowledge on how retailers build their brand image and communicate with customers. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The

experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

HPHTIH300

Introduction to Hospitality

3 semester credits. This course provides a fundamental overview of the hospitality industry and its main sectors: hotel, restaurant, management services, and clubs. In addition, students will learn the features of hospitality operations and trends, and examine the following topics: development of tourism, demand for travel, examination of food and beverages industry, associations and organizations related to hospitality as a sub-segment of the tourism industry. Students will gain full understanding of the career opportunities that exist within the hospitality industry.

HPHTEI300

Event Planning and Production

3 semester credits. This intermediate course examines the various logistic and production elements vital to the planning and success of events. During this course, students will receive an overview of the required equipment needed to execute events. They will learn how to manage time and will be introduced to the principles behind planning, organizing, and implementing programs. The operational functions and main tasks of an event will be examined and the essential phases of negotiation and drafting of contracts will be analyzed. During the course students will gain first-hand experience by participating in a variety of events organized on campus. This class includes experiential learning with CEMI.

HPHTEI301

Event Planning and Production Experiential Learning

6 semester credits. This intermediate course examines the various logistic and production elements vital to the planning and success of events. During this course, students will receive an overview of the required equipment needed to execute events. They will learn how to manage time and will be introduced to the principles behind planning, organizing, and implementing programs. The operational functions and main tasks of an event will be examined and the essential phases of negotiation and drafting of contracts will be analyzed. During the course students will gain first-hand experience by participating in a variety of events organized on campus. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

HPHTIN320

International Tourism

3 semester credits. This course examines the development of international tourism from its historic beginnings to current growth. Emphasis will be placed on the topics of tourism marketing and communication, the role of governments in international tourism, the effect of tourism in a country's infrastructure and society, and the impact of tourism in developing countries.

HPHTST325

Sustainable Tourism

3 semester credits. This course examines the economic, environmental, and social impact of tourism and provides an understanding of tourism as part of sustainable development in the Italian and global context. The course analyzes how local cultures can better absorb short and long-term tourism, the benefits of eco-tourism on natural habitats and landscapes, and how a more sustainable approach to tourism can help to preserve traditions, customs, and lifestyles. The course will include field trips to various locations in Italy where sustainable tourism policies are in place or are being considered.

HPHTSL340**Supervision and Leadership in the Hospitality Industry**

3 semester credits. The success of any organization is a direct link to the employees' performance. This course examines the roles and responsibilities of supervisors and managers in the hospitality industry and focuses on developing skills for communication strategies, motivational techniques, performance evaluation and review, staffing, training, and strategic planning. Students will gain knowledge of the evolving nature of leadership, including the most significant leadership theories, such as person-centered, group-centered and relationship-centered theories. Students will also learn how to become a transformational leader.

HPHTHM350**Hospitality Marketing**

3 semester credits. Over the last decades, an abundance of hospitality businesses have gained importance in the global marketplace. A proliferation of new brands has entered the market, gaining significant attention from customers. Hospitality marketing is an effective tool that helps professionals of this field to segment the market and create the added value that will help them compete in the hospitality sector. The students will be introduced to the marketing techniques that can be applied to hotels, restaurants, and clubs. The course will explore the multitude of resources that can be applied both to tangible and intangible products at the core of hospitality and tourism industry. Particular attention will be given to processes such as market segmentation, advertising, promotion, pricing strategies, and revenue maximization.

HPFBDR350**Dining Room and Kitchen Operations**

3 semester credits. Restaurants are complex organizations where teamwork and attention to details are a fundamental component of successful operations. Restaurants, as well as professional catering services, require well-trained staff capable of withstanding pressure to maintain client satisfaction. This course is designed for students who wish to gain professional perspectives and expertise in understanding the workflow organization and practices of dining room operations.

HPHTRO350**Consumer Behavior and Retail Strategies**

3 semester credits. This course will prepare students to work, run, and manage a retail shop successfully and provides theoretical insights into customer expectations and service delivery. Throughout the course, standard elements of a retail shop will be analyzed and focus on retail management will be given. This class will strengthen decision-making skills regarding expense planning, suppliers, store layout, and promotional strategies. Under the supervision of seasoned professionals, students will spend a portion of the course operating the school retail spaces (fashion retail store, restaurant, pastry shop) that are open to the local community. Here, theoretical knowledge, shop floor management skills, and ability to perform head office functions will all be developed in the context of retail. In order to offer a comprehensive view of retail management, experiential learning activities are scheduled in varying types of retailers, each of them characterized by different competitors, products sold, customers, and style of service required. This class includes experiential learning with CEMI.

HPHTHR350**Human Resource Management**

3 semester credits. The purpose of this course is to provide an overview of human resources management, with particular emphasis on human resource planning and strategy, personnel selection, equal employment opportunity, training, performance appraisal, compensation, and other current issues. The course has been developed for individuals whose job requires managing employees in a global environment according to HR standards and practices. Topics covered include human resource planning, job analysis, recruitment, personnel selection, performance, employee turnover, the importance of HR in an industry like the hospitality sector, ethics and practices within personnel, legal issues, and how diversity impacts the workforce. Please note that this course is open to students of Junior Standing.

HPHTHO350**Special Project: Experiential Learning in the Hospitality Industry**

3 semester credits. Through this special project course, students are involved in front of the house hospitality operations and projects related to Ganzo and Fedora, the creative learning labs and dining establishments of Apicius that are open to the local community. Under the guidance of the CEMI management, students will gain firsthand experiences involving customer relations and satisfaction, service, food and beverage operations, collaborative and interpersonal communication between FOH and BOH, and above all practice hospitality skills in an international context. EL hours may be distributed from Monday through Friday. This placement may require PM and weekend/holiday shifts, or ongoing research-based activities for remote

placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

Main tasks: Industry research and market trends analysis, operational involvement and analysis, client relations, performance analysis of services, consumer trend observations and projections, strategic planning for hospitality businesses, final portfolio.

Additional Materials/Dress code: Dress code: Black trousers and clean safety (closed) shoes required. A t-shirt and apron will be provided for a refundable deposit fee. Not applicable to remote option.

Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

HPHTSE350

Special Project: Experiential Learning in Hospitality - Special Event Management

3 semester credits. The aim of this special project course is to expose students to the principles of event planning with an emphasis on the development and integration of operational strategies. The aforementioned strategies will be employed from the perspective of hospitality management and the application of program techniques in special event management. Topics will include booking, event planning, logistics and coordination, themes, program partnerships, and event review. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends/holidays, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Special events Industry research and market trends analysis, event practices development and management, logistics analysis and planning, customer care standards and practices, consumer trend observations and projections, strategic planning for the event industry, final portfolio. Additional materials/Dress code: Business casual attire for dress code. All black attire required for some events. Not applicable to remote option.

Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

HPHTRO355

Consumer Behavior and Retail Strategies Experiential Learning

6 semester credits. This course will prepare students to work, run, and manage a retail shop successfully and provides theoretical insights into customer expectations and service delivery. Throughout the course, standard elements of a retail shop will be analyzed and focus on retail management will be given. This class will strengthen decision-making skills regarding expense planning, suppliers, store layout, and promotional strategies. Under the supervision of seasoned professionals, students will spend a portion of the course operating the school retail spaces (fashion retail store, restaurant, pastry shop) that are open to the local community. Here, theoretical knowledge, shop floor management skills, and ability to perform head office functions will all be developed in the context of retail. In order to offer a comprehensive view of retail management, experiential learning activities are scheduled in varying types of retailers, each of them characterized by different competitors, products sold, customers, and style of service required. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique

learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

HPHTTC360

The Client - Customer Relation Management

3 semester credits. This course is an examination of personal and small group communication with particular emphasis on methods of perceiving information and transmitting messages in order to foster and build strong relationships with the customer. Such links will be learned by several role playing exercises that are a part of the coursework. Students will review the ways in which people communicate with each other, the skills needed to communicate effectively in work situations, group decision-making, and the forces that influence group behavior. The course will also analyze the two basic principles of the Quality System regarding the bottom-up model and doing things correctly the first time.

HPHTMC360

MICE Events

3 semester credits. This course explores the Meetings, Incentives, Conferences and Event (MICE) sector as increasingly important for the tourism industry. This course introduces students to the specific characteristics of the MICE sector, including impacts for tourism development, conference marketing, management of meetings and conferences. Students will assess the range of operational and management tasks necessary in order to manage these events successfully.

HPHTCM360

Art, Food, Fashion, and Wine: Creative Advertising of Italian Destinations

3 semester credits. Italian destination cities immediately conjure up images of the art, food, fashion, wine, and culture in which their fame lies: fashion shows and La Scala in Milan, Renaissance art in Florence, Brunello wine in Montalcino, the Biennale and Carnevale in Venice. This course will explore how creative advertising strategies have been produced and implemented, their effect on city identity, the proliferation of creative areas in destination cities, and the future of creativity and creative marketing. Case studies of both well-established metropolises and developing destinations will be examined.

HPHTHO360

Special Project: Experiential Learning in the Hospitality and International Tourism Industry

3 semester credits. In order to offer a comprehensive view of hospitality and international tourism, experiential learning activities are scheduled in varying types of environments, each of them characterized by different dynamics, clients and style of service required. Through this special project course, students are involved in hospitality strategic planning and operations with creative learning labs including Ganzo (restaurant), Fedora (pastry shop), Dimora (guest apartments), and Sorgiva (spa). Additionally, students are involved in logistical and hospitality operations with Educational Field Learning or Special Events. Under the guidance of the faculty and staff management, students will gain firsthand practice of customer relations and satisfaction, service, collaborative and interpersonal communication, food and beverage operations, and above all practice hospitality skills in an international context with a diverse range of clients. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends/holidays, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Hospitality Industry research and market trends analysis, best practices for hospitality businesses in an international context, customer care standards and practices, consumer trend observations and projections, strategic planning for the hospitality industry at the international level, final portfolio. Additional materials/Dress code: Business casual attire. Some CEMI require uniforms. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

HPHTCE380

Corporate Events

3 semester credits. The rapidly growing industry of corporate event production encompasses a vast collection of event types. Corporate events require individuals to be professionally trained and capable to navigate through the process of designing a successful event. The aim of this course is to provide students with the strategies and approaches to developing successful corporate meetings and conferences. Prerequisites: Introduction to Event Management or equivalent.

HPHTFE390

Fashion Event Management

3 semester credits. The aim of this course is to provide students with an in-depth knowledge of fashion event planning. Students will learn about the event planning process and will apply its principles from a fashion industry perspective. Course topics focus on all the aspects connected to organizing a fashion-themed event such as logistics, budgeting, financing, marketing and sales, promotion, public relations, accounting, and staffing. Students will be familiarized with diverse categories of fashion events such as fashion shows, product launches, and fashion galas and ceremonies. Students will learn how to create a timeline for a fashion event and how to implement and supervise the overall experience. Particular attention will be paid to theme development, location selection, and atmosphere and ambience. Students will learn the appropriate strategies for balancing a fashion concept or product with event development and how to collaborate with fashion designers and companies for a successful event outcome. Prerequisites: Introduction to Event Management or equivalent.

HPHTCF390

Fashion Show Production, Coordination, and Promotion

3 semester credits. In this course students learn the steps involved in managing and producing fashion shows featuring designer collections and seasonal trends. Topics cover logistics, budget management, fashion show categories, creativity and art direction, broadcasting and promoting shows, and the role of the show within the business aspects of the fashion industry. Prerequisite: Fashion majors (Junior standing) or an event management course (or equivalent).

HPHTFT400

Hospitality Career Capstone Experience

3 semester credits. The hospitality capstone course provides the student the opportunity to integrate many of the topics of the overall course of study. During this project, students must apply their cumulative knowledge and experientially acquired skills to complete the course project.

HPHTSE410

Special Event Management

3 semester credits. This course examines all aspects of special event management and provides a comprehensive study of the special events industry focused on emphasizing the dynamics of the creative process critical to these events. Special events include but are not limited to business events, weddings, ceremonies, celebrations, life cycle events, fairs, and festivals. Through the event planning process, special events will be examined from a logistical and financial perspective. The course will also provide students with the necessary background for improving effectiveness and profitability when managing special events, which demands competence in the areas of drafting contracts for events, marketing and sales, event logistics and preparations, staffing, and accounting. Special attention is given to the use of new digital tools for the organization of events as well as the significant forms of social media in order to more effectively promote events. Coursework is tailored for students who already have studied the basics of event management. This class includes Experiential Learning with CEMI. Prerequisites: Introduction to Event Management or equivalent.

HPHTSE411

Internship: Special Event Management

3 semester credits. This internship course exposes students to the principles of event planning with an emphasis on the development and integration of operational strategies in the special event industry. The aforementioned areas will be employed through the application of hospitality management and proper procedures and strategies related to event management. Students will learn how to identify event trends and client preferences in Italy. Topics will include booking, entertainment, event programming and coordination, themes, and sponsorships. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing

research-based and production/editing activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Special events Industry research and market trends analysis, event practices development and management, logistics analysis and planning, customer care standards and practices, consumer trend observations and projections, strategic planning for the event industry, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

HPHTSE415

Special Event Management Experiential Learning

6 semester credits. This course examines all aspects of special event management and provides a comprehensive study of the special events industry focused on emphasizing the dynamics of the creative process critical to these events. Special events include but are not limited to business events, weddings, ceremonies, celebrations, life cycle events, fairs, and festivals. Through the event planning process, special events will be examined from a logistical and financial perspective. The course will also provide students with the necessary background for improving effectiveness and profitability when managing special events, which demands competence in the areas of drafting contracts for events, marketing and sales, event logistics and preparations, staffing, and accounting. Special attention is given to the use of new digital tools for the organization of events as well as the significant forms of social media in order to more effectively promote events. Coursework is tailored for students who already have studied the basics of event management. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Introduction to Event Management or equivalent.

HPHTSE430

Wedding and Ceremony Event Planning

3 semester credits. This course offers a comprehensive analysis of the wedding planning process from wedding consultation through to the political, cultural, economic, and religious influence on weddings, with an additional focus on Italian traditions and customs. During the course, students will have the opportunity to visit and inspect prestigious wedding venues of Florence. Interactive sessions with practical training are organized throughout the course in order for students to develop the necessary knowledge and communication skills needed to pursue a career in this industry. This class includes experiential learning with CEMI.

HPHTEO440

Event Operations and Project Management

3 semester credits. This course aims to develop event competency in order to effectively plan, coordinate, direct, and run special event operations. Students will acquire the knowledge and skills necessary for effective event and project management and leadership. During the course, students will examine the complexity of the event industry from a managerial point of view, focusing on the multifaceted nature of event planning within a project management context. Effective strategies and methods are discussed to successfully plan and manage a multitude of event sizes and types while underlining the economic and financial components. The administrative aspects of an event company—from the management of the financial records to the compliance with legal requirements—will be carefully examined during this course. This class includes Experiential Learning with CEMI.

HPHTIM450

International Management for the Hospitality Industry

3 semester credits. This management course offers an emphasis on the hospitality industry for students interested in international business ventures and partnerships in this specific sector. Management, leadership, human resource management, organizational skills, and strategy will all be analyzed from a cross-cultural business perspective. The class will focus on strategies for adapting

managerial skills across cultures. Guest lecturers and on-site visits to international hospitality structures in the city of Florence are a regular feature of the coursework. Prerequisites: Introduction to Hospitality or equivalent.

HPHTHO450

Internship: Hospitality Industry

3 semester credits. Students of the hospitality internship course will be introduced to hospitality management and operations through internships activities and projects related to hotels, restaurants, and wine bars in Florence, under the guidance of experienced professionals. Students will also have the opportunity to develop an understanding of the activities, functions, and organization of a hotel/restaurant/enoteca, and will acquire valuable experience in the areas of management procedures and client relations in the hospitality industry. Hotel and hospitality marketing may be included within the tasks which are assigned to the students. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based and production/editing activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Industry research and market trends analysis, operational involvement and analysis, client relations, performance analysis of services, consumer trend observations and projections, strategic planning for hospitality businesses, final portfolio. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may vary depending on placement. Not applicable to remote option. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

HPHTTT450

Internship: Tourism and Travel Industry

3 semester credits. This internship course offers the opportunity to experience the tourism and travel industry in Florence, a leading city and destination at the global level. Involvement will take place through the operations and strategies of local companies and agencies that cater to local and international clients. Students will explore topics such as destination analysis and management, travel logistics, client services and relations, and market research. Students will also assist with promotional activities through social media updates and digital communication strategies. This placement may require hours that take place on weekends or ongoing research and development-based projects for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Location research, itinerary development and review, logistical support for supervisors, itinerary and logistics performance analysis, participation satisfaction analysis, final portfolio. Students, according to their backgrounds, could also be involved in marketing and promotional aspects of the placement location. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may vary depending on placement. Not applicable to remote option. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

HPHTIM460

International Marketing for the Hospitality Industry

3 semester credits. This course provides an in-depth examination of the critical aspects of global marketing within the hospitality industry. Topics focus on the non-traditional aspects of marketing including service-based hospitality products, product differentiation, market segmentation, target marketing, and the unique marketing mix in the international hospitality industry.

HPHTOB470

Organizational Behavior

3 semester credits. The aim of this course is to provide an overview of main theoretical concepts of organizational behavior (OB) and their application in professional organizations. The course covers various topics in OB, which are generally grouped into the individual, group, and organizational levels of analysis. The course balances conceptual knowledge with practical application. Lectures will provide a broad overview of the course topic and explain key concepts to be used in understanding phenomena

occurring in the business world. Relevant case studies will be discussed in class in order to develop students' skills in applying knowledge to practical situations. Prerequisites: Human Resources Management or equivalent.

HPHTCT501

Cultural Tourism

3 semester credits. This course focuses on the characteristics of cultural tourism within the wider lens of the tourism industry. Specific emphasis will be placed on the role of the arts and gastronomy in tourism, and on issues of sustainability and ethical practices including the promotion of the local, traditional, as well as contemporary identity of destinations. A major focus of the course will be to provide a framework of current and emerging perspectives worldwide supported by relevant case studies in Italy and Europe. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Organizational Management and International Hospitality

HPHTHO550

Internship/Externship in the Hospitality Industry

3 semester credits. This course is the second cycle of the series starting with PSINHO450 Internship in the Hospitality Industry. The internship/externship is a required credit-bearing experience for students of the four-year program. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

HPHTHO600

Internship/Externship in the Hospitality Industry

3 semester credits. This course is the third cycle of the series starting with PSINHO450 Internship in the Hospitality Industry. The internship/externship is a required credit-bearing experience for students of the four-year program. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

HPHTHO610

Internship/Externship in the Hospitality Industry

3 semester credits. This course is the fourth cycle of the series starting with PSINHO450 Internship in the Hospitality Industry. The internship/externship is a required credit-bearing experience for students of the four-year program. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

HPHTHR620

International Human Resource Management

3 semester credits. This course examines human resources management in a global context. Course topics provide students with a broad understanding of the strategies adopted by multinational organizations (MNCs or MNEs) that manage their employees across different countries and cultures. Key concepts, theories and contemporary practices are introduced and analyzed throughout the module. An important highlight is the impact that HR management decisions may have on an organization's success at the international level. Students will gain an understanding of how to systematically illustrate, define, categorize, and analyze a broad and advanced-level range of issues related to human resources management operations in a global economy. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Organizational Management and International Hospitality

HPHTCL650

Customer Loyalty and Engagement

3 semester credits. This course provides students with a solid understanding of how customer relation management (CRM) and customer engagement affect brand equity, customer value, and profitability. Topics highlights the strategic importance of gaining and retaining loyal customers, and analyzes the different strategies that companies may development and implement. Students will learn how to design and implement a customer-driven marketing strategy, as well as how to manage various communication channels and messages to consumers. A key focus also addresses an in-depth overview of loyalty programs and their role in business success. Prerequisites: Successful completion of an undergraduate degree is required for this course. Cross-listed to Graduate Studies (), Department of Organizational Management and International Hospitality

HPHLAV340

Hospitality Real Estate Analysis and Valuation

3 semester credits. The aim of this course is to provide students with the main concepts and methods of valuing real estate. Students will explore the property valuation profession, gaining knowledge of the five traditional methods of valuation and undertaking their own valuation calculations. This course also focuses on ROI (return on investment) analysis for real estate investments for tourism purposes. Students will also become familiar with the different methods of measurement and valuation standards

HPHLEM400

E-Marketing for the Hospitality Industry

3 semester credits. This course features an in-depth study of Internet practices for tourism managers, including a detailed examination of the current practices of on-line tourism marketing and destination management systems. Covered topics include an advanced investigation of sales tactics and procedures used in the hospitality sales environment, the practical application through role plays and skills practice, and the planning and managing of e-commerce for global distribution systems. Topics also include the opportunities, limitations, issues, and risks of digital practices from a managerial perspective. Prerequisites: Hospitality Marketing or equivalent.

HPHLHK420

Housekeeping Management

3 semester credits. With the advent of new technologies, markets, and products, the rapidly changing responsibilities of the housekeeping staff demand a wider range of knowledge and know-how for today's lodging industry. Housekeeping staff is no longer responsible only for cleaning duties and time schedules but must also be knowledgeable about issues related to staff diversity, managing relations with unions, and maximizing the use of technology. Professionals must also be aware of growing health and safety concerns. This course will explore the role of the housekeeping department in hotel/lodging operations and will focus mainly on the effective communication between housekeeping, front office, and the engineering and maintenance staff. Specific focus will be given to the management and administrative aspects of housekeeping. Lastly, the course will also incorporate new concepts of energy conservation and risk management to address issues of sustainability, security, and guest room technology in the industry.

HPHLHM430

Hotel Management Operations and Front Office Procedures

3 semester credits. This course examines two critical areas of hospitality management such as management operations and front office procedures. In the first part of the course, students will examine the industry from a managerial perspective by covering the business procedures, accounting controls, legal issues, and policies. Such topics are necessary in order to effectively manage hospitality structures such as hotels, resorts, restaurants, and clubs. The second half of the course focuses on front office procedures from business flow to reservation processes, revenue management, accounting, internal control, night audit, and computer systems for guest management. Housekeeping operations, guest accounts, room management, and other services will also be studied from a service-oriented perspective.

HPHLHM435

Hotel Management Operations and Front Office Procedures Experiential Learning

6 semester credits. This course examines two critical areas of hospitality management such as management operations and front office procedures. In the first part of the course, students will examine the industry from a managerial perspective by covering the business procedures, accounting controls, legal issues, and policies. Such topics are necessary in order to effectively manage hospitality structures such as hotels, resorts, restaurants, and clubs. The second half of the course focuses on front office procedures from business flow to reservation processes, revenue management, accounting, internal control, night audit, and computer systems for guest management. Housekeeping operations, guest accounts, room management, and other services will also be studied from a service-oriented perspective. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

HPhLHO450

Internship: Hospitality Industry

3 semester credits. Students of the hospitality internship course will be introduced to hospitality management and operations through internships activities and projects related to hotels, restaurants, and wine bars in Florence, under the guidance of experienced professionals. Students will also have the opportunity to develop an understanding of the activities, functions, and organization of a hotel/restaurant/enoteca, and will acquire valuable experience in the areas of management procedures and client relations in the hospitality industry. Hotel and hospitality marketing may be included within the tasks which are assigned to the students. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based and production/editing activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Industry research and market trends analysis, operational involvement and analysis, client relations, performance analysis of services, consumer trend observations and projections, strategic planning for hospitality businesses, final portfolio. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may vary depending on placement. Not applicable to remote option. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

DEPARTMENT of Restaurant, Food, and Beverage Management

Through the courses in this department, the areas of food and beverage operations are the main area of academic focus. Specific industry practices regarding purchasing, management, marketing, and budgets find a direct application in the world of food and wine in Italy. Site-specific analyses range from restaurants to hotels and catering.

HPFBSF200

The Italian Food Industry: From Farm to Table

3 semester credits. One week of on-site field learning at an Italian farm before session start. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental

implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures will be complemented by visits, food tours, tastings, and cooking labs. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

HPFBSF250

The Italian Food Industry: From Farm to Table

3 semester credits. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures will be complemented by visits, food tours, tastings, and cooking labs.

HPFBSF260

The Italian Food Industry: From Farm to Table

6 semester credits. One week of on-site field learning at an Italian farm before session start. Upon completion of the field learning week, the course continues as a regular academic session in Florence. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures in Florence will be complemented by visits, food tours, tastings, and cooking labs. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the

opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

HPFBSM330

Front of the House Management

3 semester credits. The front of house area of any restaurant should be carefully planned in order to balance ambiance with function. Restaurant seating, wait stations, and waiting areas are just a few of the areas to consider when planning a restaurant dining room. The course focuses on all aspects that characterize the front of the house experience. Emphasis is placed on the importance of the front of the house to properly reflect the restaurant concept and the necessity of planning front of the house spaces for efficiency. Furthermore, the course considers the pivotal role of excellent customer service and the training methods of front of the house staff.

HPFBSM331

Front of the House Management Experiential Learning

6 semester credits. The front of house area of any restaurant should be carefully planned in order to balance ambiance with function. Restaurant seating, wait stations, and waiting areas are just a few of the areas to consider when planning a restaurant dining room. The course focuses on all aspects that characterize the front of the house experience. Emphasis is placed on the importance of the front of the house to properly reflect the restaurant concept and the necessity of planning front of the house spaces for efficiency. Furthermore, the course considers the pivotal role of excellent customer service and the training methods of front of the house staff. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

HPFBRM350

Special Project: Experiential Learning in Restaurant Management

3 semester credits. This placement will focus on the basic understanding of restaurant management, including service management and customer relations, menu planning, and wine list development under the supervision of restaurant managers and wine experts. Students will observe and analyze the main operational areas of the restaurant such as food safety and sanitation, guest services, operational responsibilities, and staff communication. Students will assist the manager in planning and setting service standards and creating a platform for all restaurant operations in accordance with restaurant needs. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends/holidays, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Food and beverage industry research and market trends analysis, operational involvement and analysis, customer care standards and practices, performance analysis of restaurant services, consumer trend observations and projections, strategic planning for the food and beverage industry, final portfolio. Additional Materials/Dress code: Black trousers and clean safety (closed) shoes required. A t-shirt and apron will be provided for a refundable deposit fee. Not applicable to remote option. Prerequisites: Resume indicating at least one previous restaurant experience. Cover letter, CV, and material pertinent to the chosen area, interview.

HPFBWC380

Wine Communications and Marketing

3 semester credits. This course focuses on the business and marketing aspects of the wine industry. Students will consider and analyze wine marketing including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, and economics of the wine world industry. Course topics also cover distribution channels and sales strategies according to laws and regulations of each country, consumer demand and responsible drinking issues. Students will be able to identify the various career paths in the wine business according to their inclinations and personal skills.

HPFBWC385

Wine Communications and Marketing Experiential Learning

6 semester credits. This course focuses on the business and marketing aspects of the wine industry. Students will consider and analyze wine marketing including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, and economics of the wine world industry. Course topics also cover distribution channels and sales strategies according to laws and regulations of each country, consumer demand and responsible drinking issues. Students will be able to identify the various career paths in the wine business according to their inclinations and personal skills. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

HPFBRM390

Restaurant Management

3 semester credits. This course examines the problems of the financial structures of restaurant management, in parallel with the objectives and techniques of the individual owner. The planning and decision-making tools available to managers in an organization and comparison between single or partnership managements will be discussed. Personnel organization and food preparation plans will be covered. The course is based on a double approach, combining theory and practice: students will be introduced to the basics of restaurant management and will be given the opportunity to discuss their ideas and questions with selected professionals who are successfully running their restaurant businesses in Florence. Extensive site visits to local restaurants be organized. This class includes experiential learning with CEMI.

HPFBRM392

Restaurant Management Experiential Learning

6 semester credits. This course examines the problems of the financial structures of restaurant management, in parallel with the objectives and techniques of the individual owner. The planning and decision-making tools available to managers in an organization and comparison between single or partnership managements will be discussed. Personnel organization and food preparation plans will be covered. The course is based on a double approach, combining theory and practice: students will be introduced to the basics of restaurant management and will be given the opportunity to discuss their ideas and questions with selected professionals who are successfully running their restaurant businesses in Florence. Extensive site visits to local restaurants be organized. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

HPFBOM400

Food and Beverage Operations and Management

3 semester credits. This course introduces a fundamental area of study in the hospitality industry. Students will study the concepts and procedures of food and beverage control systems, cost control, operating budgets, and the effective management of

food and beverage operations and cycles. Cost calculation, menu planning, storage, receiving, profit and budget forecasting, labor costs, service payment systems, and other topic-specific areas will be covered. This class includes experiential learning with CEMI.

HPFBOM405

Food and Beverage Operations and Management Experiential Learning

6 semester credits. This course introduces a fundamental area of study in the hospitality industry. Students will study the concepts and procedures of food and beverage control systems, cost control, operating budgets, and the effective management of food and beverage operations and cycles. Cost calculation, menu planning, storage, receiving, profit and budget forecasting, labor costs, service payment systems, and other topic-specific areas will be covered. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

HPFBHO450

Internship: Hospitality Industry

3 semester credits. Students of the hospitality internship course will be introduced to hospitality management and operations through internships activities and projects related to hotels, restaurants, and wine bars in Florence, under the guidance of experienced professionals. Students will also have the opportunity to develop an understanding of the activities, functions, and organization of a hotel/restaurant/enoteca, and will acquire valuable experience in the areas of management procedures and client relations in the hospitality industry. Hotel and hospitality marketing may be included within the tasks which are assigned to the students. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based and production/editing activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Industry research and market trends analysis, operational involvement and analysis, client relations, performance analysis of services, consumer trend observations and projections, strategic planning for hospitality businesses, final portfolio. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may vary depending on placement. Not applicable to remote option. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

HPFBCS470

Catering Sales and Operations

3 semester credits. This course will enable students to acquire knowledge and competency related directly to the catering environment. The course will enhance personal growth and development, enabling students to undertake catering-based coursework with greater confidence. All organizational, logistical, and marketing aspects of the catering industry will be analyzed. This class includes experiential learning with CEMI.

HPFBWB470

Wine Bar Management

3 semester credits. This course focuses on successful wine and bar management. Students will study the progression from the concepts related to wine bar operations to a comprehensive vision of successfully managing a wine bar business. Course topics focus on wine bar financing, staff management, analysis, and marketing. Students will learn the strategies and tools to effectively market and promote a wine bar-related business and effectively build a solid customer base without necessarily resorting to the traditional means of expensive and often ineffective forms of advertising. Prerequisites: An introductory hospitality course or Introduction to Management, or equivalent.

HPFBCC532

Cost Control

3 semester credits. The course develops skills in scheduling and controlling costs in project management, which can face challenges related to time, human resources, materials, budget, project specifications, and deadlines. The concept of financial planning for businesses and organizations, including a special emphasis on hospitality structures, asks students to consider the development of budgets, identifying/forecasting potential problems to avoid profit loss, flexible vs. static budgets to control costs, and types of cost control analysis. Prerequisites: Hospitality Accounting or Restaurant Management, or equivalent.

DEPARTMENT of Spa Management

The Department of Spa Management offers hospitality coursework in the area of spa-related facilities. Topics include spa management, operations, and treatments.

HPSMST300

Introduction to Spa Treatments

3 semester credits. Hydrotherapy, spa treatments and body treatments are non-medical procedures fundamental in the core business process of spas: healing therapies and treatments. As this course is designed to serve as an introduction to spa treatments, students will be given a comprehensive overview of treatment philosophy and physiology. Students taking this course will examine the benefits and contraindications of all spa therapies, treatments, and techniques. A strong emphasis will be placed upon hydrotherapy, the physical properties of water, the use of water in spa therapy, balneotherapy, thalassotherapy mineral springs, bathing, soaking, hot tubs, Finnish sauna, hammam, showers, hoses and other water concepts. To ensure students are prepared to properly identify the body-mind connection, they will learn about major human body systems, such as muscles, joints, and bones, the nervous system, the circulatory system, the cardiovascular system, and skin and nail structure. Students will also learn to meet spa industry service standards and will be able to follow sanitation and infection prevention and control guidelines, in order to comply with industry health and safety regulations.

HPSMSM300

Introduction to Spa Management

3 semester credits. This course is intended as a starting point for those who wish to explore the spa industry for the first time with the purpose of gaining a basic understanding of the considerations involved in spa management from a beginner level. In the first part of the course students will be provided with a basic understanding of the philosophy of the spa and wellness concept. Students will also be introduced to the fundamentals of the contemporary spa industry and will become aware of the global spa industry elements. A strong emphasis will be placed on diversity in the spa business. As the course presents a variety of past and present spa, healing, and beauty therapy models, students will discover former and current therapy cultures and become aware of their heritage and their links with the main elements of the modern spa industry. In order to ensure students an understanding of the considerations involved in spa management, during the course they will gain first-hand experience by analytic observation of day-to-day operations of the on-campus spa, a high-end full-service spa wellness facility. This class includes experiential learning with CEMI.

HPSMSO335

Spa Operations and Management

3 semester credits. This course provides a strong foundation of knowledge for anyone interested in learning about the spa community. Students taking this course will develop an understanding of the main skills required to manage and operate a profitable spa in the multifaceted spa industry. They will explore industry evolution from ancient civilizations to new frontiers of convergence that integrates spas, medicine, healthcare, tourism, and hospitality. A comprehensive overview of spa operations will be provided with an emphasis on current business models and perspectives on maximizing business success. Students will learn all aspects of the successful day-to-day operation of a spa as well as business strategies to employ for sustained growth and profitability in this constantly evolving industry. In-class discussion will focus on definition and market segmentation of spa categories including day, resort, medical, destination, hospital, and lifestyle management programs. Topics include: conceptual skills in management, operations, finance, human resources, marketing, products, treatments, and equipment from initial design and business planning process to opening a spa and managing operations and positioning for managed future growth. This class includes experiential learning with CEMI.

HPSMSO340

Spa Operations and Management Experiential Learning

6 semester credits. This course provides a strong foundation of knowledge for anyone interested in learning about the spa community. Students taking this course will develop an understanding of the main skills required to manage and operate a profitable spa in the multifaceted spa industry. They will explore industry evolution from ancient civilizations to new frontiers of convergence that integrates spas, medicine, healthcare, tourism, and hospitality. A comprehensive overview of spa operations will be provided with an emphasis on current business models and perspectives on maximizing business success. Students will learn all aspects of the successful day-to-day operation of a spa as well as business strategies to employ for sustained growth and profitability in this constantly evolving industry. In-class discussion will focus on definition and market segmentation of spa categories including day, resort, medical, destination, hospital, and lifestyle management programs. Topics include: conceptual skills in management, operations, finance, human resources, marketing, products, treatments, and equipment from initial design and business planning process to opening a spa and managing operations and positioning for managed future growth. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

HPSMHM350

Special Project: Experiential Learning in Hospitality - Spa Management

3 semester credits. The aim of this placement is to expose students to the principles of spa management with an emphasis on spa operations. Students will gain first-hand experience through analytical observation and project management of the on-campus spa, Sorgiva, a full-service spa, health, and wellness facility. Students will develop the managerial skills necessary to act as a spa manager, and will be familiarized with planning and organizing all the relevant activities and operations of the wellness center. EL hours may be distributed from Monday through Friday. This placement may require PM and weekend shifts, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Market/industry research, operational analysis, client relations, performance analysis of services and treatments, wellness program development, strategic planning, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

HPSMDS360

Day Spa Operations

3 semester credits. This course provides students with the skills required to take on the future challenges as professionals in beauty therapy, salon operations, and day spas. As functions of a modern spa are numerous and differ greatly in the global spa industry, this course will provide students with a strong foundation of knowledge in classic and contemporary day spa management, with a focus on beauty theories, therapies, and techniques. Students will gain theoretical and practical skills in day spa and beauty operations and treatments such as aromatherapy, body treatments, facial treatment, specialty treatments, and nail and skin care. Topics include: daily spa management functions of a high-end spa, day spa operations, facility management, professionalism in spa customer care, retailing, service marketing, cosmetic product knowledge and use, correctional make-up techniques, theories related to injectables, rejuvenation, cellulite and fat reduction, chemical peels, waxing, and radio frequency. To ensure students' learning progress and the acquisition of skills and competency, during this course they will have the opportunity to gain a first-hand and comprehensive overview of the day spa experience by observing and participating in the management of the on-campus spa operations. This class includes experiential learning with CEMI. Prerequisites: Spa Operations and Management or equivalent.

HPSMDS365

Day Spa Operations Experiential Learning

6 semester credits. This course provides students with the skills required to take on the future challenges as professionals in beauty therapy, salon operations, and day spas. As functions of a modern spa are numerous and differ greatly in the global spa industry, this course will provide students with a strong foundation of knowledge in classic and contemporary day spa management, with a focus on beauty theories, therapies, and techniques. Students will gain theoretical and practical skills in day spa and beauty operations and treatments such as aromatherapy, body treatments, facial treatment, specialty treatments, and nail and skin care. Topics include: daily spa management functions of a high-end spa, day spa operations, facility management, professionalism in spa customer care, retailing, service marketing, cosmetic product knowledge and use, correctional make-up techniques, theories related to injectables, rejuvenation, cellulite and fat reduction, chemical peels, waxing, and radio frequency. To ensure students' learning progress and the acquisition of skills and competency, during this course they will have the opportunity to gain a first-hand and comprehensive overview of the day spa experience by observing and participating in the management of the on-campus spa operations. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Spa Operations and Management or equivalent.

HPSMMT380

Massage Therapy

3 semester credits. Massage therapy has a long tradition in cultures around the world and it is used in a variety of health-related purposes: to relieve pain, increase relaxation, reduce stress, address anxiety and depression and aid general wellness. This course brings students to a full understanding of the skills and knowledge required by a professional massage therapist. Students will gain an overview of the traditional and modern schools of thought in message therapy. A strong focus will be placed upon principles and theories of hydro therapy, biodynamic therapy, lymphatic drainage and reflexology. Massage techniques examined during the course include but are not limited to: Swedish, Thai, Ayurvedic and shiatsu massage, massage with hot stones and essential oil, deep tissue massage, sport massage. Students will also learn how professional massage therapists comply with the growing health and safety concerns in the spa environment. This class includes experiential learning with CEMI. Prerequisites: Introduction to Spa Treatments or equivalent.

HPSMWM620

Health and Wellness Management

3 semester credits. This course focuses on health and wellness operations and management. Students will gain a solid knowledge of the main management strategies and operations needed in order to run profitable operations in diverse categories of wellness-focused centers. Main topics include an overview of the evolving concept of wellness, the different dimensions of the wellness experience, industry history, and future development. Students acquire an advanced understanding of organizational design, operational processes, and management roles in wellness organizations. Course outcomes are aimed at a multifaceted understanding of wellness culture and the capacity to strategically manage and operate organizations positioned within the health and wellness industry. Prerequisites: Successful completion of an undergraduate degree is required for this course. Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

SCHOOL OF SPORTS AND HEALTH SCIENCES (SH)

The School of Sports and Health Sciences gathers the following departments: Physical Education and Physical Therapy(PP) Sports Sciences (SS) The school is committed to providing an academic curriculum based on the Latin philosophy *mens sana in corpore sano* (sound mind, sound body). The sports and health courses cover the many topics encountered in the world of sports - methodology, training and coaching, regulations, nutrition, medical issues, and marketing. The city of Florence, where Italian soccer was first born, provides an infinite amount of resources and practical examples of study

through the presence of the Italian national soccer team's training facilities, the home base of the Fiorentina team, and numerous organizations dedicated to both the historic and contemporary aspects of sports in Italy. Some coursework includes physical and training activities in collaboration with local sporting facilities and organizations.

DEPARTMENT of Physical Education and Physical Therapy

The Department of Physical Education and Physical Therapy adopts a practical and technical study of Italy's national sport of soccer. Training, teamwork, the culture of Italian soccer, coaching, and rehabilitation are amongst the covered areas of study. Several department activities take place in professional facilities and involve interaction with figures from the professional world of soccer.

SHPPPT180

Pilates: From Therapeutic to Mainstream Fitness

3 semester credits. In the 1900's, fitness pioneer Joseph Pilates designed and refined a series of exercises to rehabilitate himself from poor health and physical conditions from which he suffered in the early part of his life. Students will explore the health benefits and the physical practice of Pilates, a form of low-impact, whole-body exercise adaptable to all fitness levels. Students will learn about alignment, breathing, strengthening, balance, flexibility, and awareness as they progress through Pilates exercises and learn how to intelligently move their body. Students will also identify and evaluate the characteristics of exercises which are optimal for modern lifestyles, long-term health and wellness, individual needs, as well as rehabilitation and injury prevention. Basic anatomy and physiology as related to Pilates as well as healthy diet principals will also be covered.

SHPPAY190

The Art of Yoga and Meditation

3 semester credits. This course provides students with an introduction to the art of yoga and meditation to gain an understanding of the philosophical and spiritual contexts that the discipline is rooted in. The course investigation begins with the notion of awareness, and the acquisition of the term through an overview of the principal asanas and their correct practice. The spiritual aspects of yoga are experienced in the form of various meditation techniques from different philosophies as well as the study of pranayama breathing exercises. Topics also include an examination of yoga props as well as dietary and nutritional guidelines, studied through the lens of yoga philosophy gleaned from sacred texts. The course will cover yoga traditions from ancient times to more contemporary interpretations.

SHPPST220

The Italian Soccer Experience

3 semester credits. Saul Steinberg famously observed that it is impossible to understand America without a profound knowledge of baseball. The same could be said for Italy and soccer. For many, "calcio" and Italian society are inextricably intertwined and "the beautiful game" is never just a game. This course traces the history of Italian soccer and the personalities - players, trainers, and managers - who have shaped the game. The technical aspects of Italian soccer such as rules, tactics, strategies, psychology, and training will be explored during the training hours of the course. A visit to the Coverciano museum of soccer and the world-renowned coaching school is an integral part of the course.

SHPPCE240

The Coaching Experience: Principles and Techniques of Soccer Coaching

3 semester credits. This course develops technical pedagogical knowledge and skills applicable to coaching soccer. Students will learn to demonstrate the links between coaching theory and practice in a variety of practical coaching contexts. Students will explore diverse coaching philosophies (the comparison between US and Italian approaches, for example) and the principles of effective coaching. Proper communication skills, sport pedagogy, and sport physiology will also be considered.

SHPPDT280

Dance Movement and Creative Arts Therapy

3 semester credits. Movement and dance have been used as forms of self-expression and healing since the earliest records of human civilization. Within a studio setting, students enrolled in this course will explore the therapeutic and expressive aspects of dance/movement experiences while at the same time gaining a deeper understanding of the evolution of dance/movement throughout history and cultures. Theory and application will be studied with the goal of investigating the therapeutic effects of dance/movement therapy in educational, counseling, and rehabilitation settings. Students will gain hands-on experience, putting

the techniques and methods learned in class into practice. Other creative arts therapy modalities will also be examined to provide a more comprehensive foundation of this discipline.

SHPPEA290

Energy Art - Qi Gong and Tai Chi

3 semester credits. This course will introduce students to the ancient Chinese practices of Qi Gong and Tai Chi. Students will explore and develop meditative practices which can help improve health and wellbeing through movements which work with the body's chi (qi), or vital energy. Qi Gong is an adaptive healing-based practice with its roots in Chinese medicine, from which Tai Chi grew as a meditative martial arts form. Students will learn about the historical origins, Chinese medicine principals, and underpinning philosophical values of both practices. They will also learn the techniques to develop a personal practice comprised of physical movements, breath techniques, posture, stretching, Tai Chi forms, and meditation to cultivate health and balance in the body.

SHPPYT300

Yoga Therapy: Philosophy and Practice

3 semester credits. This course is aimed to offer students already possessing a solid foundation of yoga knowledge and practice the tools to use the therapeutic functions of Hatha yoga in overcoming physical, mental, and emotional distress. Students will become familiar with health, wellness, and stress management topics through yoga practice in a therapeutic context. Through the hands-on approach to asanas, pranayama breathing exercises, and meditation techniques, students understand how to integrate yoga as a complementary treatment to medicine and a vital role in maintaining a healthy body and mind. The constant practice of awareness and observation combined with an analysis of anatomy and physiology applied to common pains and distresses will development the application of yoga therapy in individual and group contexts throughout the duration of the course.

SHPPRI312

Introduction to Sports Rehabilitation

3 semester credits. This course provides students with an introductory overview of the treatment of musculoskeletal injuries arising from sport and physical activity. The course covers the basics of anatomy, physiology and biomechanics, examination and assessment of injuries, planning treatment and rehabilitation, and fitness testing. Post-injury and pre-competition assessments, massage and thermal applications, and aquatic rehabilitation are also examined.

SHPPAY380

Lifetime Yoga and Ayurvedic Medicine

3 semester credits. This course is designed for students with a foundation in yoga practice and philosophy, anatomy and applications for health. "Everyone can do yoga" is an essential departure point for this course as students expand upon, apply, and adapt previous knowledge as they learn the essential elements of a wholesome, balanced and safe lifetime yoga practice. Through a hands-on approaches and lecture, students will learn best practices for pre and post natal yoga, kids yoga, over 60's yoga, as well as yoga for diversely abled persons. In addition, students will learn principles of ayurveda, the sophisticated ancient Indian mind-body health system, to enhance the lifetime benefits of yoga. Ayurvedic concepts will be explored in the light of achieving the maximum benefits from yoga practice and in relation to modern medicine. Upon completion of this course, students will have further cultivated their practice of yoga and awareness, and will have gained the tools to adapt yoga practice throughout the stages of life. Prerequisite: Two previous yoga courses (including one intermediate-level course, or equivalent).

SHPPSV450

Internship: Sport Venue and Training Center Assistant

3 semester credits. The internship course is designed to involve students in the competitive athletics. Students will have the opportunity to shadow the daily routine of a sport venue and its professional sports trainers. The student will observe how to create specialized workout routines and to target specific goals. The internship involves assisting the trainer in implementing a comprehensive performance and enhancement program for athletes dedicated to building proficiency and training techniques that may include acceleration, multi-directional movement, and agility. Interns will be expected to participate in training sessions and collaborate in projects. The internship tasks assigned may vary according to the degree Italian language knowledge. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based and production/editing activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report

and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Sport Industry research and market trends analysis, sport and fitness practices development and management, operational involvement and analysis, customer care standards and practices, consumer trend observations and projections, strategic planning for the sports industry, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: A B1/B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

DEPARTMENT of Sports Sciences

The Department of Sports Sciences examines the field from an interdisciplinary perspective including marketing and management, medicine, sociology, psychology, ethics, and nutrition. The courses are intended to introduce how these disciplines are practiced and applied specifically in the field of sports and consider both theoretic and practical case study approaches to the subjects.

SHSSHN150

Health and Fitness in the Mediterranean

3 semester credits. Studies have shown that the Mediterranean diet offers many health benefits, especially when combined with exercise. This course includes lectures on various forms of physical and lifestyle activities and an overview of their respective health benefits. The program will also include visits to athletic centers within the local community plus an overview of the nutritional aspects of Italian culinary traditions as an example of Mediterranean diet. The aim of this course is to provide students with a study of fitness and wellness and how their relationship promotes a healthy lifestyle based on the Mediterranean diet. Cooking labs, wine tastings, and physical activity are integral components of the course and will result in the creation of a customized exercise and nutritional program developed by the student. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

SHSSLN160

Lifetime Nutrition, Wellness, and Physical Activity

3 semester credits. This course offers a comprehensive approach to wellness, nutrition, and fitness from a lifetime perspective. Course topics will examine how healthy lifestyles span across the continuum of lifespans and ages with a focus on how dietary and fitness needs evolve throughout the four main life-stages: childhood, youth, adulthood, and for the elderly. Theoretical core concepts of how dietary and fitness needs are correlated to mental health and adapt according to each life-stage will be addressed along with a comparative focus on the Italian and Mediterranean approach. In addition to in-class lectures, the course features hands-on field experiences in nutrition labs for healthy diets and physical activities held in local Italian fitness facilities. Students will implement course topics and to cultivate student motivation for incorporating them into their own daily lives.

SHSSPT180

Pilates: From Therapeutic to Mainstream Fitness

3 semester credits. In the 1900's, fitness pioneer Joseph Pilates designed and refined a series of exercises to rehabilitate himself from poor health and physical conditions from which he suffered in the early part of his life. Students will explore the health benefits and the physical practice of Pilates, a form of low-impact, whole-body exercise adaptable to all fitness levels. Students will learn about alignment, breathing, strengthening, balance, flexibility, and awareness as they progress through Pilates exercises and learn how to intelligently move their body. Students will also identify and evaluate the characteristics of exercises which are optimal for modern lifestyles, long-term health and wellness, individual needs, as well as rehabilitation and injury prevention. Basic anatomy and physiology as related to Pilates as well as healthy diet principals will also be covered.

SHSSAY190

The Art of Yoga and Meditation

3 semester credits. This course provides students with an introduction to the art of yoga and meditation to gain an understanding of the philosophical and spiritual contexts that the discipline is rooted in. The course investigation begins with the notion of awareness, and the acquisition of the term through an overview of the principal asanas and their correct practice. The spiritual aspects of yoga are experienced in the form of various meditation techniques from different philosophies as well as the study of pranayama breathing exercises. Topics also include an examination of yoga props as well as dietary and nutritional guidelines, studied through the lens of yoga philosophy gleaned from sacred texts. The course will cover yoga traditions from ancient times to more contemporary interpretations.

SHSSEF280

Sport Event and Facility Management

3 semester credits. This course provides the opportunity to understand and appreciate the facility operations and event management in the sport industry. Course topics will focus on various aspects of business, legal, and operational practices in the sports field. The class will feature lecture hours as well as real-life practice through the development of both facility management and sports events projects. Students will be engaged within the community and will be able to learn-by-doing, applying business theories and frameworks to the projects development. Coursework will enhance the students' perspective and awareness of business issues from both a technical and a cultural point of view.

SHSSM285

Sports Marketing

3 semester credits. This course provides an understanding of the role of marketing within sports - both amateur and professional - and is designed to address current industry practices. Essential components of effective sports marketing will include application of the marketing principles in the area of sports (sports products and services) licensing issues, sponsorships and endorsements and their implementation, stadium and arena marketing, promotional activities, consumer and public relations, and broadcasting and the media.

SHSSEF285

Sport Event and Facility Management Experiential Learning

6 semester credits. This course provides the opportunity to understand and appreciate the facility operations and event management in the sport industry. Course topics will focus on various aspects of business, legal, and operational practices in the sports field. The class will feature lecture hours as well as real-life practice through the development of both facility management and sports events projects. Students will be engaged within the community and will be able to learn-by-doing, applying business theories and frameworks to the projects development. Coursework will enhance the students' perspective and awareness of business issues from both a technical and a cultural point of view. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

SHSSYT300

Yoga Therapy: Philosophy and Practice

3 semester credits. This course is aimed to offer students already possessing a solid foundation of yoga knowledge and practice the tools to use the therapeutic functions of Hatha yoga in overcoming physical, mental, and emotional distress. Students will become familiar with health, wellness, and stress management topics through yoga practice in a therapeutic context. Through the hands-on approach to asanas, pranayama breathing exercises, and meditation techniques, students understand how to integrate yoga as a complementary treatment to medicine and a vital role in maintaining a healthy body and mind. The constant practice of awareness and observation combined with an analysis of anatomy and physiology applied to common pains and distresses will development the application of yoga therapy in individual and group contexts throughout the duration of the course.

SHSSWA300

Wanderlust: The Physical and Emotional Art of Walking

3 semester credits. This course will introduce students to the world of walking as an artistic, philosophical, political, literary, inspirational - as well as physical - experience. While exploring different types of walking, the concept of "wanderlust" will also be analyzed and discussed from both an anthropological and philosophical perspective, to provide students with a thorough overview of the traveling and walking experience both in natural and urban landscapes. Different types of walking activities will be an integral component of the course, allowing students to reflect upon walking as an act of desire, escape, imagination, freedom, rebellion, and well-being. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented

topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

SHSSSG300

The Sporting Goods Industry

3 semester credits. This course is designed for students who seek to gain an in-depth understanding of the sporting goods industry in Italy. The topics addressed in class include the analysis of market size and segmentation, assessment of product distribution channels, and an evaluation of product licensing and advertising strategies. The course integrates a lecture component and an experiential component that will expose students to a real-life business project in collaboration with local sporting companies. This class includes experiential learning with CEMI.

SHSSMI310

Medical Issues in Sports

3 semester credits. Through this course, students will learn the general management of medical conditions in athletes or those engaged in recreational sports. An important focus is the interaction of exercise with medical conditions such as heart disease, asthma, allergies, and diabetes. Other topics include pain management (including alternative remedies such as acupuncture), immunology, rheumatology, special issues affecting women athletes, hematology, and pharmacology and drugs in sport.

SHSSNS350

Nutrition in the Sports Industry

3 semester credits. This course is a study of the importance of nutrition in sports and exercise in order to maximize athletic potential and performance. Covered topics include food nutrients, role of water, bioenergetics in exercise and training, heat and fluid regulation during physical activity, weight, and eating behaviors. Students are encouraged to form educated and strategic regimens (exercise and dietary plans) from both scientific and holistic approaches for professional athletes and physically active individuals. Prerequisites: Introduction to Nutrition or equivalent.

SHSSSM350

Special Project: Experiential Learning in Sport Management

3 semester credits. Through this special project course, students will learn from the organization and operation of a sport facility such as a fitness center. The student will learn by assisting with daily operations: checking access records, machine maintenance standards, organization and management of fitness activities. Students will collaborate with a sports director to organize gym classes, review fitness instructor candidacies, and collaborate with a communications team for the production of promotional materials. Throughout the course, the student will also research relevant sports-related activities in the city of Florence in order to enhance the student's connection with the hosting culture and environment. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Sport Industry research and market trends analysis, sport and fitness practices development and management, operational involvement and analysis, customer care standards and practices, consumer trend observations and projections, strategic planning for the sports industry, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Sports gear required for some placement activities and tasks. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

SHSSNS355

Nutrition in the Sports Industry Experiential Learning

6 semester credits. This course is a study of the importance of nutrition in sports and exercise in order to maximize athletic potential and performance. Covered topics include food nutrients, role of water, bioenergetics in exercise and training, heat and fluid regulation during physical activity, weight, and eating behaviors. Students are encouraged to form educated and strategic regimens (exercise and dietary plans) from both scientific and holistic approaches for professional athletes and physically active individuals. This course includes experiential learning hours in professional sport environments. Experiential learning is held in dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Introduction to Nutrition or equivalent.

SHSSF380

Health, Fitness, and Wellness in Italy

3 semester credits. Wellness is the search for enhanced quality of life, personal and potential growth, through the choice of positive lifestyle behaviors and attitudes. Health can be improved on a daily basis by taking responsibility for our own well being. This course will teach students how our state of wellness is deeply influenced by a variety of factors including nutrition, physical activity, stress-coping methods, good relationships, and career success. Emphasis will be placed on the benefits of a constant and planned physical activity and on the understanding how each of these benefits is important to long-term health. The course provides students with the basic knowledge of primary (cardiorespiratory ability, muscular ability, flexibility, and body composition) and secondary (balance, coordination, agility, reaction time, speed, power, mental capability) components of fitness as well as the basics of anatomy. The course will teach students how to combine a targeted nutrition and physical activity for the pursue of good health as well as develop physical skills that also enhance the psychological and emotional wellbeing. Emphasis will be placed on the differences between health-related fitness and skill-related fitness. The course includes physical activity sessions focused on general physical wellness.

SHSSAY380

Lifetime Yoga and Ayurvedic Medicine

3 semester credits. This course is designed for students with a foundation in yoga practice and philosophy, anatomy and applications for health. "Everyone can do yoga" is an essential departure point for this course as students expand upon, apply, and adapt previous knowledge as they learn the essential elements of a wholesome, balanced and safe lifetime yoga practice. Through a hands-on approaches and lecture, students will learn best practices for pre and post natal yoga, kids yoga, over 60's yoga, as well as yoga for diversely abled persons. In addition, students will learn principles of ayurveda, the sophisticated ancient Indian mind-body health system, to enhance the lifetime benefits of yoga. Ayurvedic concepts will be explored in the light of achieving the maximum benefits from yoga practice and in relation to modern medicine. Upon completion of this course, students will have further cultivated their practice of yoga and awareness, and will have gained the tools to adapt yoga practice throughout the stages of life. Prerequisite: Two previous yoga courses (including one intermediate-level course, or equivalent).

SHSSTW420

Personal Training and Wellness

3 semester credits. Fitness professionals spend a great deal of time inspiring and assisting others in their pursuit of improved health. The course grounds students in the fundamentals of personal training by exposing them to both the theory and practice of this dynamic field. Students will learn the primary function of muscles and joints and the mechanics of movements through an analysis of human physiology applied to motion, elements of bioenergetics, principles of training. The course offers an overview of training for cardio respiratory fitness, muscular strength and endurance, and flexibility. Students will learn the use and purpose of specific commercial fitness machines and equipment utilizing appropriate exercise guidelines and spotting techniques. Topics covered include guidelines to plan targeted exercises in order to work on specific projects and aims. Students will also understand the importance of good communication and motivation skills in order to coach individuals and establish a positive trust-based relationship, as well as how to design and implement a customized exercise program based on the individual

needs. The course will also emphasize the importance of cooperations with specialized professionals and will include physical activity sessions with a dedicated focus. Prerequisites: Health, Fitness, and Wellness in Italy or equivalent.

SHSSWS630

Integrated Wellness Strategies: Mind-Body Awareness

3 semester credits. What happens when the mind and the body are disconnected? While the brain is at the center of the nervous system, it must act in unison with the body; a disconnect between the two can impact both physical and mental health. This course is dedicated to the exploration of mind-body integration and the relationship to wellness practices from a holistic perspective. Students will focus on both physical activities as well as cognitive applications to assess the reciprocal mind-body influence. The role of positive psychology and mindfulness, and the positive and negative effects of stress will be explored through experiential and fitness activities to develop a greater understanding of how body intelligence can influence wellbeing.

Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

DIVA School of Digital Imaging and Visual Arts

The School of Digital Imaging and Visual Arts (DIVA) is a dynamic and technology-focused area of FUA-AUF offering the following departmental studies:

Digital Media (DM)
Photography (PH)
Video Production (VP)
Visual Communication (VC)

Vision

DIVA's eye on Florence is like Renaissance architect Brunelleschi's box invented to capture perspective through light: what's projected through the pinhole is the innovative vision created by our students studying in this city which has been the cradle of artistic creativity since Renaissance times. Our role in this rich background is to preserve its visionary spirit but not dwell upon it, to work towards a contemporary, innovative future.

DIVA is an academic institution that offers studies in digital photography, rich multimedia, videomaking, graphic design, and visual communication in Florence.

DIVA's philosophy is literally a vision, one that seeks to train students to forge a new light and a new perspective on how digital and visual arts reveal our surroundings.

DIVA's technological approach explores local and European surroundings as a living, dynamic canvas by breathing new life and mobility into historical and traditional contexts, capturing the contemporary social landscape and creating new scenarios for the images of tomorrow.

DIVA supports sustainable media and design in its didactic methods and practices.

Mission

DIVA was founded as a new visual approach to education for digital media studies.

DIVA renews the image of Florence and the concept of aesthetics as perceived over time through centuries of artistic innovation.

DIVA seeks to promote sustainable futures through digital media, design, and visual arts:

- Visual communication studies to develop proficiency in the use of visual design methods and technologies.
- Photography and video methods that use more responsible ways of consuming resources.

DIVA offers advanced technology in digital and rich media with constructive, interactive programs of study and course curriculum.

DIVA shapes students who are:

- Creatively conscious about the visual aspects of cities, landscapes, and environments.
- Choose responsible approaches to digital and paper production of their visual production.
- Possess the technical abilities to elaborate what they creatively envision.
- Continue to widen their breadth of knowledge in the digital and visual arts.

Values

Courses that promote the integration of students into urban and non-urban landscapes for a richer interpretation of the visual and digital arts.

State of the art facilities, the latest equipment for computers and software programs for fine art printing, studio classrooms for hands on lab sessions, and an experienced staff for all student needs.

An international faculty highly experienced in varied professions and from diverse backgrounds who involve students to work on challenging projects.

A challenging and extensive academic curriculum composed of lectures, workshops, and laboratories.

Structured programs for students who aim for professional development and future careers in the industry.

Personal enrichment and exposure to the local community through exhibitions, shows, and cultural integration projects.

FACULTY HIGHLIGHTS

DIVA is an institution that includes an international faculty formed by a dynamic group of photographers, photojournalists, artists, filmmakers, video-makers, and curators with an exceptional diversity of visual approaches. DIVA faculty members share their perspectives and experiences with their students and involve them challenging projects. Through faculty guidance, students

gain academic and personal enrichment and exposure to the local community through exhibitions, shows, and cultural integration projects.

DIVA in the Community - CEMI

The school features a community project which opens its doors to the city: CORRIDOIO FIORENTINO is the photography and design gallery located at the DIVA/IDEAS facility. The Corridoio Fiorentino features the works of international photographers and DIVA students and faculty.

PROGRAMS OF STUDY

- 4-year Bachelor's Degree in Digital Publishing and Communication
- US Bachelor's degree transfer options
- 1 or 2-year Certificate Career programs / 2-year Associate's Degree
- Study abroad programs, short and long-term (see brochure)

4-Year Bachelor's Degree in Digital Publishing and Communication

The program offers four concentrations:

- Digital Media
- E-Publishing
- Visual Communication
- Product Design

Complete program curriculum requirements and outcomes can be viewed at: <https://fua.it/Prospective-Students/4-year-undergraduate-program-in-digital-publishing-communication.html>

For admissions requirements see the 4-year bachelor's degree section in the catalog introduction. Direct admission is granted to students enrolled in the FUA-AUF Certificate Career Program / Associate's Degree in Communication and Interactive Digital Media.

US Bachelor's Degree Opportunities

Undergraduate students have the opportunity to transfer FUA-AUF coursework to a US bachelor's degree program. Courses will be completed in Florence and will require the fulfillment of online coursework as per the program requirements.

Certificate Career Programs / Associate's Degree

Certificate Career Programs may be taken for 1 or 2 years, as well as a single semester. Each year is made up of two levels featuring core courses. For program details see brochure.

Communication and Interactive Digital Media - Year 1

Year 2 Specializations: Photography; Product Design; Publishing; Visual Communication.

The 2-year certificate career can be taken as pathways to FUA-AUF's Associate of Arts (A.A.) degree programs. A.A. fulfillment requires the coursework described in the Certificate Career Program curricula and a minimum of 21 general education credits to complete the degree. Please note that general requirements vary according to the program.

Complete program curriculum requirements can be viewed at: <https://fua.it/Prospective-Students/career-programs.html>

Special Career Program

TuttoToscana 1 or 4-week program in collaboration with the James Beard Foundation (focus area in Digital Media and Visual Arts).

SCHOOL OF DIGITAL IMAGING AND VISUAL ARTS (DI)

DEPARTMENT of Digital Media

The Department of Digital Media offers courses related to the production of rich media, podcast production, and digital methods of artistic production.

DIDMIC200

Instant Communication: Words, Images, News

3 semester credits. This is a communications-based course that combines writing and mobile devices to deliver web-ready news content created with the speed and quality required by news production today. The time between content gathering and message sharing has almost disappeared and making instantaneous publication has become essential for both social media and the news environment. Reporters must be able to capture information, shoot, edit, and disseminate multimedia content from a mobile phone or tablet. Students will learn both the technical (mobile camera, editing, and delivery) as well as theoretical aspects of journalism (responsibilities, visual communication, story structure, sources, outlets), and produce pieces for various news and story content outlets at FUA.

DIDMRM260

Introduction to Rich Media: Podcast Production

3 semester credits. Today's visual delivery systems are becoming more streamlined thanks to digital technology, and in a demanding market of broadcasting immediacy journalists and media editors produce on the job and on-location. Through this course, students will be given a range of assignments that will recreate the portable rich media approaches available today. Students will learn how to work with rich media content pertaining to the news, short documentaries, and editorial pieces by utilizing rich media technology in output formats such as podcasts. The course will cover the basics of industry-specific software to incorporate video, still images, and sound to prepare media for the web in podcast form. Students will work with DSLR cameras for the video component of content creation. This class includes experiential learning with CEMI.

DIDMDP310

Digital Painting

3 semester credits. This course provides students with a sound knowledge of the techniques of digital painting media. Topics explore traditional and new forms of art production and creativity, with a strong emphasis on color theory. Projects will include illustration, concept art, matte painting, character design, and art direction. Development of personal vision is expected and creativity is encouraged.

DIDMRM360

Advanced Rich Media: Podcast Production

3 semester credits. Through this course, students continue to acquire skills in rich media production and editing related to video, images, and sound from a more advanced perspective. Course projects are tailored to allow students to complete a diverse portfolio of individually developed and collaborative rich media stories based on the local community. Through the guidance of the instructor and by learning media management strategies, students collect, assemble, edit, and publish rich media content as independent editors according to newsroom and client deadlines. This class includes experiential learning with CEMI. Prerequisites: Introduction to Rich Media: Podcast Production, or equivalent.

DIDMDC610

Digital Communication Strategies

3 semester credits. This course explores the varied aspects of digital communication through an approach that considers both theory and practice for building effective communication strategies. Students will examine advanced topics related to web and social media communication, the role of research in digital strategies, development and implementation of communication planning, and the evolving positioning of digital communication within organizations. Communication design will be a key focus of the course through the analysis of relevant case studies and the evaluation of applicability of communication strategy through course projects. Important areas of investigation will address creative content creation, communication building based on organizational identity and branding, user trends and interaction, data and performance analysis, concept diversification for

multi-platform communication operations, integrated marketing practices, and management and oversight of digital strategy. Prerequisites: Successful completion of an undergraduate degree is required for this course. Cross-listed to Graduate Studies (), Department of Visual Media

DEPARTMENT of Internet Technology

The Department of Internet Technology features coursework in the area of ITC and web operations.

DIITCAW300

Advanced Web Design

3 semester credits. Designed for students who have a solid background in XHTML and CSS, this course continues web design topics for client-side programming, server-side programming, and data access required for e-commerce web sites. Students are introduced to JavaScript to make websites dynamic and client-oriented. After a brief introduction of XML, a review of basic database concepts, and SQL, server-side scripting is discussed in general terms to let students understand what is required to collect information from html forms. A basic ASP application is built as a demonstration. Students gain a basic understanding of what is involved in building and maintaining a database-driven, e-commerce website. The course includes a brief look at SVG (Structured Vector Graphics) and Flash. The course focuses on the creation of a final portfolio. This class includes experiential learning with CEMI. Prerequisites: Introduction to Web Design.

DIITWD200

Introduction to Web Design

3 semester credits. This lab-based course trains students to develop effective graphic design interfaces for the web. Students will be introduced to software and technical information for maps, hot spots, links, and site management. Additional topics include search engines, on-line services, and web development.

DIITIC350

Special Project: Experiential Learning in ICT Operations

3 semester credits. This placement grants students an opportunity to understand institutional ICT management. Students will acquire and practice skills related to the IT field under the leadership and supervision of the institutional CIO and ICT staff. Students will also have the opportunity to develop an understanding of the activities, functions, and organization of the department and, under the supervision staff, students will perform maintenance and assistance routines as well as - depending on students' profile - suggest new procedures to facilitate users' (students, teachers, staff) work and to improve school services. Tasks may include but are not limited to computers deployment (installation and user delivery), user assistance for hardware and software, network installation and maintenance, video and audio installation and maintenance (TV sets, projectors, amplifier, Apple TV), and deployment of new procedures from the test environment to production. EL hours may be distributed from Monday through Friday. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Monitoring of ICT operations, user assistance, installation and maintenance tasks, user-based improvement research, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Basic knowledge of the latest Apple operating system, Linux (Darwin, CentOS, Ubuntu, Debian), latest Windows software, standard office editors (OpenOffice, Pages, Keynote, Numbers), TCP/IP networking, virtualization (VMWare environment).

DIITIP600

Innovative Practices and Technology in International Education

3 semester credits. The scope of this graduate-level course is to present new teaching methodologies made possible by a global network and the growing availability of fast and powerful communication devices. Recent technology advancements made available a range of new teaching media, for example thematic easily accessible and manageable databases, powerful graphic systems allowing HD or UHD videos and student interaction and manipulation of 3D objects such as artistic human artifacts (sculptures, paintings, etc.) or items related to the natural sciences (molecules, body parts, etc.). Connectivity available almost anywhere reduces the dependence of coursework solely in building facilities, allowing for field experiences (museums, city walks), advanced hardware and software to share course materials in the form of interactive whiteboards where instructors and students can work at the same time from any location, and widespread portable devices (smartphones, tablets) for interactive visual platforms. A major focus of the course will be on the instant and dynamic accessibility to culture and current events as opposed to the static approaches of the past. In order to make the most of these new tools, an instructor has to understand their technology and master the new ways of interactions with the students, including the participation of field experts in moderated discussion settings. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

DIITUX620

User Experience and Interaction Design

3 semester credits. This course explores the driving concepts and processes involved in user experience and interaction, an area of design employed in diverse fields such as web development, mobile apps, gaming, e-commerce, and any digital sector in which users navigate. The aim of the course is to analyze and strategize how digital experiences can be meaningful and relevant for users. The aspects of user interface and user experience will be examined through the lens of efficacy, seamless interaction, and the integrated design process that addresses branding, design effectiveness, usability, and functionality. Students will expand and enhance their visual communication skills by applying them in contexts of user experience design and gain opportunities for direct practice through course projects. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Visual Media

DIITID650

Information Design and Visualization

3 semester credits. This course examines data visualization as the bridge between visual design and data science. Students will investigate how data and information can be effectively presented through comprehensible, visually effective, and engaging representations accessible to diverse audiences. Areas of focus include data handling for information design, conceptualizing and developing design solutions for data visualization, and presentation/delivery strategies for data-based projects. Elements of graphic design concepts such as color theory, typography, hierarchy, and grids will be re-investigated and strategized for increased effectiveness from a data perspective. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Visual Media

DEPARTMENT of Photography

The Department of Photography offers a full range of course topics including photography and its specific disciplinary interpretations, photojournalism, digital photo editing and processing, as well as special topics related to photography exhibition and aesthetic theory. Photography techniques, the study of creative processes, printing methods, and an exploration of the role of light are examples of practices encountered in photography courses.

DIPHDD140

Introduction to Photography: From Darkroom to Digital

3 semester credits. Film photography provides spatial and temporal context while digital photography shortens the process of contextualization thanks to technology. This does not mean that one medium is better or worse than the other, and the aim of this introductory course seeks to provide a strong film foundation in order to enhance the approach to digital photography. Students will explore the concept of photographic context by being exposed to both film and digital processes. Film is tangible, it requires a tactile relationship with negatives, paper, and chemistry. The use of physical properties of film will transition to digital darkroom techniques and vice versa. Topics include historic milestones in the history of photography, compositional aesthetics, camera mechanics, control of light sources and metering, film and digital exposure, and darkroom and digital processing.

Students will come away from the course having gained an understanding of the similarities, rather than differences, and the underlying relationships between the two mediums. NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode.

DIPHFP140

Introduction to Film Photography

3 semester credits. This course involves theoretical and practical aspects related to film photography. In addition to lectures, coursework will take place both outdoors in the city of Florence and in the darkroom. Students will learn how to use the camera correctly, how to expose film, and the basic principles of black and white photography and composition. In addition, students will be given a broad overview of the history of photography. Students will work on two projects and a final portfolio. This class includes experiential learning with CEMI.

DIPHID180

Introduction to Digital Photography

3 semester credits. This course introduces contemporary technologies for producing photographic images. Approaching the medium in its current complex and pluralistic state, students explore a variety of photographic concepts and techniques. The fundamentals of using a digital camera including manual exposure and lighting are stressed. The course also introduces seeing, thinking, and creating with a critical mind and eye in a foreign environment (Italy) to provide understanding of the construction and manipulation of photographic form and meaning. During the first half of the course assignments, lectures, readings progressively build on each other to provide students with a comprehensive understanding of camera functions (manual mode) and processing techniques. The second half of the course will focus on weaving the techniques with specific photographic concepts via assignments. This class includes experiential learning with CEMI. NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode.

DIPHID185

Introduction to Digital Photography Experiential Learning

6 semester credits. This course introduces contemporary technologies for producing photographic images. Approaching the medium in its current complex and pluralistic state, students explore a variety of photographic concepts and techniques. The fundamentals of using a digital camera including manual exposure and lighting are stressed. The course also introduces seeing, thinking, and creating with a critical mind and eye in a foreign environment (Italy) to provide understanding of the construction and manipulation of photographic form and meaning. During the first half of the course assignments, lectures, readings progressively build on each other to provide students with a comprehensive understanding of camera functions (manual mode) and processing techniques. The second half of the course will focus on weaving the techniques with specific photographic concepts via assignments. NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

DIPHCP200

Art Media: Introduction to the Creative Process

3 semester credits. This course is aimed at students interested in visual and plastic arts and creative writing. Course topics will help students to define and find his or her own personal style and strengths, which can then be applied to other courses related to visual and creative disciplines. Students will be given writing assignments to practice personal thought processes in order to develop their own creative style and apply it to the media of their respective fields.

DIPHFP210

Introduction to Fashion Photography

3 semester credits. The course is based on a series of theoretical lectures on the technical, cultural, visual, and historic aspects of fashion photography. Fashion photography history will be analyzed from the beginning of the 20th century through contemporary works, following the continuously changing fashion styles and trends of today. This introductory course will concentrate on the technical and logistical aspects of fashion photography using natural light and light basic metering. This course combines introduction to photographic techniques with an emphasis on fashion photography. The first six lessons students will be guided through basic (introductory) camera usage. The later part of this course students will be challenged on basic fashion photography assignments. This class includes experiential learning with CEMI. NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode.

DIPHSP220

Introduction to Street Photography

3 semester credits. This course considers how street photographers strive to capture the life and culture of city streets, searching for what Henri Cartier-Bresson termed the "Decisive Moment." When it comes to street photography, A skilled street photographer is able to anticipate action, interaction and that microsecond when the ordinary street scene becomes an extraordinary photograph. Methods that encourages interaction between the photographer and subject are stressed. Techniques mastered by Cartier-Bresson, Garry Winogrand, Costas as well as others will be examined. Students will immerse themselves in the whirl of street life in Florence as they move towards an understand of what it takes to successfully photograph in the street.

NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode.

DIPHTP225

Introduction to Travel Photography

3 semester credits. This course introduces students to photography with a particular focus on reportage and travel photography perspectives of this medium, offering a chance to explore the world through a camera viewfinder. Key course topics include learning to express a sense of place, capturing mood/feeling, and shooting a variety of subjects ranging from daily life to landscapes, urban settings, cultural portraits, festivals, and rituals. The course will be divided between outdoor field practice and learning introductory digital techniques. This course is recommended for students majoring in Communications, Journalism, and Tourism. Basic photography experience and knowledge will be helpful but not necessary. (not sure if needed) This class includes experiential learning with CEMI. NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode.

DIPHIP240

iPhoneography in the City: Florentine Photography Walks

3 semester credits. This course explores the city of Florence through themed iPhoneography walks. iPhoneography is a photography concept that turns a mobile camera into a powerful, self-sustained, ready to use storytelling device. Using a visual approach, students will be immersed in the city's open-air cultural, historical, and artistic environments. Thanks to the exceptional architectural landscapes and social environments that Florence has to offer, lesson themes are designed to enable students to learn the basics of digital photography techniques and immediately apply them in real life situations. Itineraries include the Etruscan ruins of Fiesole, the Renaissance city center, the Modernist style of Campo di Marte, the traditional artisans of the Oltrarno, and multiculturalism in Santa Maria Novella. Students will develop a mature visual experience while learning the history and culture of Florence and its surroundings, including sites that are off the beaten track. The objective of this course is to walk the students through various genres of photography such as photojournalism, portraiture, landscape, and fashion photography while discussing specific techniques and the unique challenges of planning and taking pictures on location. Coursework will be showcased in a dedicated social media account showcasing the images produced during the course. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach allows students to gain a deeper understanding of the cultural environment of Florence and how it is

related to the subject of study represented by the course, allowing for the overall experience to contribute to academic and personal enrichment.

DIPHIP250

iPhoneography

3 semester credits. iPhoneography is a photography concept that involves the professional use of the iPhone camera. Various iPhone apps and constant connection to the internet (either via wi-fi or cellular data) can turn an iPhone camera into a powerful, self-sustained, hand-held camera and darkroom ready to release information globally in the constantly changing digital market. Students will learn to use the iPhone camera to produce photojournalism essays, portraits, landscape, and fashion images using different iPhone applications and professional post-processing tools. The final images will be published in a dedicated class website and will be delivered to students as fine art prints for their final portfolio. This class includes experiential learning with CEMI.

DIPHLF280

Light of Florence and Tuscany

3 semester credits. Dedicated to the awareness and application of natural light, this course introduces students to the concept of using light to beautify and enhance photographs. Through a series of practical exercises and individualized projects, students explore the quality and attributes of the natural light found exclusively in Florence and in the Tuscan region. Furthermore, students are made aware of the cultural and historical significance of Florence and Tuscany by drawing comparisons between contemporary and historic artists whose work has gained inspiration from the region's unique ambiance and environment. NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode.

DIPHLA300

Landscape and Architectural Photography

3 semester credits. The city of Florence, with its backdrop of Medieval and Renaissance buildings coupled with the varied beauty of the Tuscan countryside, will offer students a stimulating range of opportunities for landscape and architectural photography. The course will be divided between outdoor field practice and the exploration of several camera format techniques, lenses as well as printing. By studying influential photographers compositional and artistic issues of parallax, distortion and perspective will be addressed and executed through assignments. A personal vision will be nurtured and guided by the instructor for the final project in a series of landscape/naturalistic/architectural visual context. Prerequisite: This is an intermediate course. Working knowledge of manual setting is required. Portfolio submission recommended.

DIPHID300

Intermediate Digital Photography

3 semester credits. This course is designed for students who have learned the basic skills of introductory digital photography and would like to further advance their knowledge. A focus on visual and conceptual aspects of photography will be a major topic in this course in addition to refinement of up-to-date techniques. Students are involved in more complex and challenging photography projects and begin to experiment with their personal vision identities and expressions. This course will constitute the differences of "making" vs "taking" a photograph or producing vs consuming images. Critical visual analysis of both contemporary photographic work as well as arming the students with technical and conceptual tools will help the student build an understanding of photographs. Students will work on several long term projects.

DIPHID305

Intermediate Digital Photography Experiential Learning

6 semester credits. This course is designed for students who have learned the basic skills of introductory digital photography and would like to further advance their knowledge. A focus on visual and conceptual aspects of photography will be a major topic in this course in addition to refinement of up-to-date techniques. Students are involved in more complex and challenging photography projects and begin to experiment with their personal vision identities and expressions. This course will constitute the differences of "making" vs "taking" a photograph or producing vs consuming images. Critical visual analysis of both contemporary photographic work as well as arming the students with technical and conceptual tools will help the student build an understanding of photographs. Students will work on several long term projects. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be

involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: This is an intermediate course. Knowledge of camera functions is required. Portfolio submission recommended.

DIPHFP310

Advanced Fashion Photography

3 semester credits. Through this course, students meet and collaborate with designers, art directors, hair and make-up teams, and professional models to come up with a specific fashion ad campaign and lookbook for up-and-coming Florentine designers in the field of fashion. Students will learn how to meet with clients, present ideas (story and mood boards), design sets, and execute a campaign according to client needs. The course examines studio and location lighting, flash units, light metering, and set design according to a specific project. Photography software is utilized at an advanced level to process and produce a final campaign and portfolio. This class includes experiential learning with CEMI. Prerequisites: Introduction to Fashion Photography or equivalent, Intermediate Photography (film or digital) or equivalent.

DIPHPJ320

Photojournalism

3 semester credits. During this two-pronged course, students will focus on: 1) the history and study of photojournalism from its genesis/inception to today and 2) assignments/projects that are journalistic newsworthy (events, human interest, artistic/cultural, sports, feature, and portrait). Students will emulate what it is like to be a newspaper photographer and learn storytelling images of the everyday events that occur in life. Through lectures and discussions students will also address contemporary issues such as: the cultural, social, and political influence of images and photojournalism in society as well as ethics and legal issues in photojournalism. The print lab will provide students with the tools for elaborating and printing their own images. This course is recommended for Communications, Journalism, and Social Sciences students. This class includes experiential learning with CEMI. Prerequisites: This is an intermediate course. Knowledge of camera functions is required. Portfolio submission recommended.

DIPHSP320

Studio Photography

3 semester credits. This course is for photography majors. Students will learn techniques to execute standard professional assignments using controlled studio lighting (flash, continuous and natural sources). Lectures and demonstrations will cover still life, portraiture, product and fashion from set up to execution. Student will work and have assignments of a wide range of lighting situations demonstrating the versatility and creative potential of the photographic studio. Color and light theory, mixing light ratios (multiple sources), and movement will be emphasized but formal and conceptual situations will also be studied. The print lab will provide students with the technical tools for elaborating and printing their own images. Prerequisites: This is an intermediate course. Knowledge of camera functions is required. Portfolio submission recommended.

DIPHDP340

Special Project: Experiential Learning in Digital Photography

3 semester credits. This is a special project course intended for students who wish to develop skills and experiment with photography. Students create digital works individually and in collaboration with photographers, which are then edited and processed. Students must be prepared for diverse types of photographic approaches depending on projects and assignments, as well as develop management skills for archiving and publishing. Composite printing and experimentation with different techniques may be employed. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends, or ongoing photoshoot and research activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student

initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Photo assignments, conceptual and theme research, location scouting research, digital photo archiving management, image post-production, final portfolio. Additional materials/Dress code: Business casual attire for dress code. A DSLR camera and a lens with a focal length of 55mm or wider is required for this course. A digital 35mm viewfinder camera (20+ megapixels minimum) is also acceptable. Remote option students will need their own access to Adobe software.

Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, DSLR knowledge, Adobe photo software experience.

DIPHFY350

Special Project: Experiential Learning in Fashion Photography

3 semester credits. This is a special project course intended for students who wish to deepen their skills in the area of fashion photography. Students create individual and collaborative digital projects, which are then edited and processed. Fashion-themed approaches may include elements such as ad campaigns, look books, design sets and studio photography, and interaction with fashion-based clients and collaborators associated with FLY Fashion Loves You, the creative learning lab and retail store of FAST, the fashion and accessories studies and technology division of FUA-AUF. Students must be prepared for diverse types of photographic approaches depending on projects and assignments, as well as develop management skills for archiving and publishing. This placement may require PM shifts, shifts that take place on weekends, or ongoing research-based and production/editing activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Photo assignments, conceptual and theme research, location scouting research, digital photo archiving management, image post-production, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. A DSLR camera and a lens with a focal length of 55mm or wider is required for this course. A digital 35mm viewfinder camera (20+ megapixels minimum) is also acceptable. Remote option students will need their own access to Adobe software. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, DSLR knowledge, Adobe photo software experience.

DIPHFP360

Advanced Film Photography

3 semester credits. This course is both a technical and a creative course intended for intermediate / advanced film photography students. Using medium format and large format cameras, students will choose a format size to complete a singular photography project. Students will learn advanced and unique black and white processing/printing by studying development time matrixes, studio lighting, and large format printing. Visual assignments and readings will be used to accompany the specific learning techniques. This class includes experiential learning with CEMI. Prerequisites: At least one film photography course and an understanding of film processing/printing, camera reciprocity, and darkroom chemistry.

DIPHTC370

Art Theory and Criticism

3 semester credits. This course examines major philosophies and concepts that have contributed to the discussion of art theory, aesthetic discourse, and criticism in the wider context of contemporary society. Reading and analyzing various texts from antiquity to the present, students will explore the underlying questions and meanings of art and how they interact or conflict throughout the development of Western thought, behavior, and society. The aim of this course is to utilize art theory foundations in order to develop an informed critical analysis. Texts covered in class will include writings by philosophers, critics, and artists such as Plato, Alberti, Kant, Benjamin, Greenberg, Barthes, Baudrillard, Lippard, and Trin T. Minha. Prerequisites: Introduction to Art History.

DIPHAD400

Advanced Digital Photography

3 semester credits. This course is strictly a technical course intended to prepare students and give them the tools to create a mature visual expression in photography for their final projects. Students will learn advanced and unique black and white printing, studio lighting, and large format printing. Visual assignments will be used to accompany the specific learning techniques. Techniques: Piezography (black and white printing), large format printing, Photoshop plug-ins, scanning, fine art paper, studio lighting. This class includes experiential learning with CEMI. Prerequisites: Intermediate Digital Photography or equivalent.

DIPHEP410

Exploratory Digital Photography

3 semester credits. Using specific exercises and readings students will confront/tackle daily problems of “making art.” Observations are drawn from personal experiences that relate more to the need of the “artist”. Students will be engaged in the production and critique of images. There will be discussions and readings for each class. Both will help the student to describe, interpret, evaluate, and to synthesize technical information in order to correlate theory with practice. The coursework is a preparation for the Solo Exhibit and Publication of Solo Work course. Exercises and assignments will culminate into a final project. This course that requires students to thoughtfully examine their work and strive to refine an artistic vision, vocabulary, and voice. This class includes experiential learning with CEMI. Prerequisites: Advanced Digital Photography or equivalent.

DIPHEP420

Exploratory Digital Photography Experiential Learning

6 semester credits. Using specific exercises and readings students will confront/tackle daily problems of making art. Observations are drawn from personal experiences that relate more to the need of the artist. Students will be engaged in the production and critique of images. There will be discussions and readings for each class. Both will help the student to describe, interpret, evaluate, and to synthesize technical information in order to correlate theory with practice. The coursework is a preparation for the Solo Exhibit and Publication of Solo Work course. Exercises and assignments will culminate into a final project. This course that requires students to thoughtfully examine their work and strive to refine an artistic vision, vocabulary, and voice. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Advanced Digital Photography or equivalent.

DIPHPH450

Internship: Photography

3 semester credits. Through the photography internship course, students will collaborate with professional photographers and photo labs. Students will learn to develop research and preparation for photo shoots, become familiarized with diverse shooting locations, and fulfill photo projects as assigned. Additional topics may include image processing and printing, assisting with photo shoot logistics, handling photographic equipment, and archiving. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing photoshoot and research activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student’s preparation of a final analytical report and portfolio. Placements will vary depending on the student’s language and professional skills. Main tasks: Photo assignments, conceptual and theme research, location scouting research, digital photo archiving management, image post-production, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. A DSLR camera and a lens with a focal length of 55mm or wider is required for this course. A digital 35mm viewfinder camera (20+ megapixels minimum) is also acceptable. Remote option students will need their own access to Adobe software. Prerequisites: Italian A1 (Breakthrough or beginner)

recommended but may vary depending on the placement. Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, DSLR knowledge, Adobe photo software experience.

DIPHSE550

Solo Exhibit and Publication of Solo Work

3 semester credits. This course covers the multiple aspects of the design, preparation, and execution of a personal exhibition and brings together the advanced skills and ideas in making a coherent body of work. Students are expected to work independently on their individual project(s) and to meet with faculty for individual critiques. Students will experience the creative, administrative, and logistical processes of exhibits in order to successfully produce a solo exhibit and catalog publication. This class includes experiential learning with CEMI. Prerequisites: Advanced Digital Photography or Equivalent.

DEPARTMENT of Video Production

The Department of Video Production covers video and sound-related topics from production to editing and post production. Video production features creative, documentary, and reporting formats.

DIVPCV200

Introduction to Creative Videomaking

3 semester credits. This introductory course provides students with a foundational knowledge of creative video production and its technical aspects. Students will learn basic video shooting and editing techniques. As a part of the coursework, students will work in groups on video projects in order to experience the various phases of video production from scripting to editing and final output. This class includes experiential learning with CEMI. Prerequisites: A basic knowledge of Adobe Premiere is highly recommended.

DIVPCV205

Introduction to Creative Videomaking Experiential Learning

6 semester credits. This introductory course provides students with a foundational knowledge of creative video production and its technical aspects. Students will learn basic video shooting and editing techniques. As a part of the coursework, students will work in groups on video projects in order to experience the various phases of video production from scripting to editing and final output. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: A basic knowledge of Adobe Premiere is highly recommended.

DIVPAV350

Advanced Videomaking and Post-Production

3 semester credits. Through this advanced course, students apply previously acquired skills to the final editing of a video. Video effects, audio, and digital effects and their aesthetic and technical considerations are put into practice throughout the completion of the video project. The course objective is to connect the different production stages in order provide students with a comprehensive experience of the expressive power of the medium. Students will use advanced video software in order to be familiarized with industry trends and practices, and use DSLR cameras to shoot HD video. This class includes experiential learning with CEMI. Prerequisites: Introduction to Creative Videomaking or equivalent.

DIVPVP350

Special Project: Experiential Learning in Visual Communication - Video Production

3 semester credits. This special project course is ideal for highly motivated students who are interested in creative video production. Involvement includes maintaining equipment, video shooting and editing, scouting locations, assisting the video director for logistics and production purposes, and sound editing. EL hours may be distributed from Monday through Friday.

This placement may require PM shifts or shifts that take place on weekends or ongoing research-based and production/editing activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Visual concept research, location scouting research, video production, post-production, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. A DSLR camera with a video function and a lens with a focal length of 55mm or wider is required for this course. Remote option students will need their own access to Adobe software. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, video shooting skills, editing software experience.

DIVPVS365

Digital Video and Sound Production

3 semester credits. This course focuses on the skills and techniques related to digital video and sound production. Students learn the basics of multi-camera live shooting as well as proper practices for directing both live webcasts and on-demand video productions. An emphasis on editing video shooting for on-demand viewing and for DVD authoring will be included. Students will be introduced high-tech video and sound editing software for practical exercises in class.

DIVPVE380

Digital Video Editing

3 semester credits. In this course students learn the art and craft of editing videos. The course explores narration strategies, editing techniques, and production approaches that can be applied in a range of non-linear editing programs. The main focus is not just on developing software skills but on exploring the magic behind video modification. This class includes experiential learning with CEMI. Prerequisite: Introduction to Creative Videomaking.

DIVPVP450

Internship: Video Production

3 semester credits. This internship course is ideal for highly motivated students who are interested in creative video production. Involvement includes maintaining equipment, video shooting and editing, scouting locations, assisting the video director for logistics and production purposes, and sound editing. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based and production/editing activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Visual concept research, location scouting research, video production, post-production, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. DSLR camera might be needed for certain placements. Remote option students will need their own access to Adobe software. Prerequisites: Italian A1 (Breakthrough or beginner) recommended but may vary depending on the placement. Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, video shooting skills, editing software experience.

DEPARTMENT of Visual Communication

The Department of Visual Communication offers courses covering graphic design, illustration, web design, and topics related to creative communication. Departmental coursework includes visual practices from picture editing to business advertising, digital animation, web design, and design fundamentals studio courses.

DIVCCG150

Introduction to Computer Graphics

3 semester credits. This introductory course provides a foundational knowledge of basic graphic design principles, exploring essential methodology and concepts on which to build. Course topics include basic models for good and efficient design through a series of exercises, introduction to the Adobe Creative Suite, layout, space and grid system, line, shape, forms and color, and fonts and typography.

DIVCDF190

Visual Communication Design Fundamentals Studio I

3 semester credits. This course centers on visual communication design as a human communication problem and focuses on essential aspects of the profession and of the education of designers. The visual communication designer works on the interpretation, organization, and visual presentation of messages. Sensitivity toward form should go hand in hand with sensitivity toward content. Visual designers concentrate their work on the effectiveness, appropriateness, beauty, and budget of the messages. Through a series of tasks and exercises, the ubiquitous presence of visual communication principles will let the student see the many aspects of shape, color, space, typography and movement more compellingly as manifestations of one coherent medium. Topics include the study of space, color, frame, layout theory through the principles of Gestalt Psychology and other fundamentals concepts. The course will focus primarily on the basic computer programs for visual communication from the Adobe Suite. This class includes experiential learning with CEMI. Prerequisites: A basic knowledge of Adobe Creative Suite, or other similar software is highly recommended.

DIVCWD200

Introduction to Web Design

3 semester credits. This lab-based course trains students to develop effective graphic design interfaces for the web. Students will be introduced to software and technical information for maps, hot spots, links, and site management. Additional topics include search engines, on-line services, and web development.

DIVCGI210

Digital Graphic Illustration

3 semester credits. The course explores illustration as an instrument of communication (i.e. advertising) and narration (i.e. comic books). It aims at improving drawing and design skills by teaching image making with an emphasis on edge, shape, color and value. Students will learn how to apply composition and design, color, and conceptualization to a wide range of materials and techniques. Students will use illustration software to enhance traditional work and acquire important knowledge in the digital domain. Idea development within real-world parameters, originality, aesthetics, and technical proficiency are emphasized. This class includes experiential learning with CEMI. Prerequisites: Knowledge of Adobe Photoshop and Illustrator highly recommended

DIVCDA220

Introduction to Digital Animation

3 semester credits. This course examines the practice, theory, and history of animation through labs, lectures, readings, and project critiques. The animation production will cover computer-based stop motion as well as 2D and 3D computer animation. The course focuses on creative contents and experimentation based on in-class critique sessions. Students will work with 2D and 3D animation tools and will create several projects during the term.

DIVCDF250

Visual Communication Design Fundamentals Studio II

3 semester credits. The aim of this course is to provide the students with a strong base for designing effective visual communications that are able to inform and motivate the viewer. The main purpose of this course is for students to develop a research and experimentation approach in order to understand the diverse aspects of visual design. Through a series of exercises, students will be able to master basic design principles, conceptual problem-solving methods, and critical thinking skills. This will allow them to evaluate the effectiveness of their work. Topics also include content in typography, layout, logo design, and poster design. This course includes Fab Lab studio hours and experiential learning with CEMI. Prerequisites: Visual Communication Design Fundamentals I or equivalent. Basic knowledge of Adobe Creative Suite required.

DIVCAW300

Advanced Web Design

3 semester credits. Designed for students who have a solid background in XHTML and CSS, this course continues web design topics for client-side programming, server-side programming, and data access required for e-commerce web sites. Students are introduced to JavaScript to make websites dynamic and client-oriented. After a brief introduction of XML, a review of basic database concepts, and SQL, server-side scripting is discussed in general terms to let students understand what is required to collect information from html forms. A basic ASP application is built as a demonstration. Students gain a basic understanding of what is involved in building and maintaining a database-driven, e-commerce website. The course includes a brief look at SVG (Structured Vector Graphics) and Flash. The course focuses on the creation of a final portfolio. This class includes experiential learning with CEMI. Prerequisites: Introduction to Web Design.

DIVCDF300

Visual Communication Design Fundamentals Studio III

3 semester credits. This course is designed to further develop visual communication skills at the advanced level. Through a series of assignments, students will further challenge visual design through different media, and attains a high level of complex problem-solving using a variety of design methodologies. Emphasis will be placed on design practices that are shaped by an understanding of the cultural and social aspects of communication, along with an appreciation of the power of images and words. Topics include campaign design and layout, advertising. Guest speakers and site visits have an important role in this course. This course includes Fab Lab studio hours and experiential learning with CEMI. Prerequisites: Visual Communication Design Fundamentals II or equivalent. Intermediate-level knowledge of Adobe Creative Suite required.

DIVCDA320

Intermediate Digital Animation

3 semester credits. In this intermediate level course, students will explore the use of 3D animation and the progression into contemporary digital applications. Students will develop an animation project from an original concept to the planning of a written and visual storyboard, resulting in a finalized movie output. Students will utilize 3D computer-based applications for hands-on experience with digital keyframe animation with an emphasis on the visual aesthetics of gesture and movement. Emphasis will also involve the exploration of the visual representation of a 3D environment through the perspectives of camera angles, lighting, and surface qualities. This class includes experiential learning with CEMI. Prerequisites: Introduction to Digital Animation or equivalent.

DIVCAD330

Art Direction

3 semester credits. This course focuses on the creation of projects in advertising campaigns from the initial research and creative strategy to the final execution of a comprehensive commercial project. Students will learn the principles of art direction and layout as well as the marketing aspects of an advertising campaign, working with a copywriter, learning techniques for idea visualization, and structuring the campaign to the requirements of the client. Prerequisites: Visual Communication Design Fundamentals Studio I, Introduction to Digital Graphic Illustration, or equivalent.

DIVCAD335

Art Direction: Digital Media and Visual Art

3 semester credits. This course features the topic of how art direction is practiced and applied in the area of special events. Through the tools of digital media and visual art, students are guided through the development of targeted art direction campaigns aimed at the promotion and communication of themed, interdisciplinary events. In addition to the principles of art direction, layout, using visual language for promotional purposes, collaborating with marketing and copywriting teams, and meeting client objectives, the course also focuses on the role of art direction in shaping the visual and aesthetic guidelines of event media materials and media coverage. This course includes experiential learning activities. Prerequisites: Visual Communication Design Fundamentals Studio I, Introduction to Digital Graphic Illustration, or equivalent.

DIVCMM340

Multimedia Studio I

3 semester credits. This is a studio course that focuses on the experience of producing complete, multimedia works in a project-based environment. Lectures and meetings enhance the knowledge gained through this studio course. Individual creativity is emphasized as well as creative collaboration through individual and group projects. Assignments vary in scale, and focus on

appropriate planning, design and execution, as well as acquisition and creation of diverse media content. Previously introduced design and illustration concepts are reviewed with an emphasis on their integration and effective communication in multimedia works. This class includes experiential learning with CEMI. Prerequisites: Knowledge of the Adobe Creative Suite required.

DIVCGD350

Special Project: Experiential Learning in Visual Communication - Graphic Design

3 semester credits. This special project course focuses on the area of graphic design in visual communication. Students will interact with figures such as graphic designers as well as art directors for creative projects. Topics may include logo design, corporate identity and branding, advertising, design in journalism, product packaging, book design, web design, etc. The use of design software is required. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based and design activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Visual research, image post-production, digital illustration and layout projects, final portfolio. Additional materials/Dress code: Business casual attire for dress code (not applicable to remote option). Remote option students will need their own access to Adobe software. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, layout and illustration software experience.

DIVCMM375

Multimedia Studio II

3 semester credits. Multimedia Studio focuses on the experience of producing complete contemporary artistic multimedia works in a project-based environment. Through a variety of media-related hardware and software, hands-on learning and practice students acquire the necessary skills for their advanced projects. An integral part of this course focuses on video mapping and provides students with practical exercises and selected reading that enhance the acquisition of theoretical concepts relevant to all digital arts and to video mapping in particular. This course includes experiential learning with CEMI. Prerequisites: Multimedia Studio I or equivalent.

DIVCMM380

Multimedia Studio II Experiential Learning

6 semester credits. Multimedia Studio focuses on the experience of producing complete contemporary artistic multimedia works in a project-based environment. Through a variety of media-related hardware and software, hands-on learning and practice students acquire the necessary skills for their advanced projects. An integral part of this course focuses on video mapping and provides students with practical exercises and selected reading that enhance the acquisition of theoretical concepts relevant to all digital arts and to video mapping in particular. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Multimedia Studio I or equivalent.

DIVCVC450

Internship: Visual Communication

3 semester credits. Through the visual communication internship course, students will apply visual and aesthetic inspiration and strategies to creative projects. Students will assist the visual communication staff of the placement organization (i.e. marketing and graphic design teams for companies or freelancers) to develop the visual component of communications-based projects.

Tasks may include assisting with items and tasks related to graphic design, photography and video assignments, and websites in formats such as e-newsletters, communication strategies and proposals, flyers, presentations, logos, and brochures. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research and design-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Visual research, image post-production, digital illustration and layout projects, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. DSLR camera might be needed for certain placements. Remote option students will need their own access to Adobe software. Prerequisites: Italian A1 (Breakthrough or beginner) recommended but may vary depending on the placement. Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work layout and illustration software experience.

DIVCAD615

Art Direction and Media Management

3 semester credits. The aim of this course is to develop competency in the development and management of conceptual work in the creative sectors. Course topics examine how visual media and art production is curated through visual communication design, interactive web experiences and digital interfaces, promotion and marketing initiatives, and audience-oriented communication strategy. Students learn and apply critical thinking and problem-solving skills through a creative lens in the art direction and management of campaigns, projects, and initiatives. Prerequisites: Successful completion of an undergraduate degree is required for this course.

DIVCUX620

User Experience and Interaction Design

3 semester credits. This course explores the driving concepts and processes involved in user experience and interaction, an area of design employed in diverse fields such as web development, mobile apps, gaming, e-commerce, and any digital sector in which users navigate. The aim of the course is to analyze and strategize how digital experiences can be meaningful and relevant for users. The aspects of user interface and user experience will be examined through the lens of efficacy, seamless interaction, and the integrated design process that addresses branding, design effectiveness, usability, and functionality. Students will expand and enhance their visual communication skills by applying them in contexts of user experience design and gain opportunities for direct practice through course projects. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Visual Media

DIVCED630

Editorial Design Strategies

3 semester credits. This course provides an in-depth exploration of advanced editorial design applications to published formats. Design research and conceptualization, development, creation, layout, and publishing strategies will be investigated for producing and editing specialized publications ranging from books to brochures, catalogs, newspapers, magazines, journals, and other editorial categories. Course topics will involve students in a multimodal approach to design for publishing across platforms and media according to the changing landscape of editorial design in digitalized and global contexts. Storytelling, communication efficacy, and reader engagement will also be examined as key components of design strategy. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Visual Media

DIVCID650

Information Design and Visualization

3 semester credits. This course examines data visualization as the bridge between visual design and data science. Students will investigate how data and information can be effectively presented through comprehensible, visually effective, and engaging representations accessible to diverse audiences. Areas of focus include data handling for information design, conceptualizing and developing design solutions for data visualization, and presentation/delivery strategies for data-based projects. Elements of graphic design concepts such as color theory, typography, hierarchy, and grids will be re-investigated and strategized for

increased effectiveness from a data perspective. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Visual Media

FAST School of Fashion and Accessory Studies and Technology

The School of Fashion and Accessory Studies and Technology (FAST) offers studies in fashion and accessories through the following departments:

Accessory Design and Technology (AD)
Fashion Design and Technology (FD)
Fashion Communication and Publishing (FC)
Fashion Merchandising (FM)

Vision

FAST sustains the local Florentine traditions of straw, leather and knit production and promotes an economy of sustainability using local materials and resources.

FAST is an integration project within local culture and is supported by local, green-mapped small businesses which interact and share their expertise, culture, and craftsmanship with our international students.

The vision of FAST does not seek to evoke nor to cling to a glorious past, but unites old modes and practices with technology for the following purpose: to preserve traditions and trade techniques while constructing a contemporary, forward-looking future for the present and coming generations who will continue to create in Florence.

Mission

To bridge the widening gap between design and manual skills in fashion and accessories.

To integrate the current cultural trends in Florence within FAST studies.

To offer students a hands-on experience that allows them to acquire a real knowledge of the materials, teaches them how to create fashion, and explores the concept of beauty based on local resources.

To provide a laboratory experience that allows the fresh perspectives students and the seasoned expertise of instructors from the artisanal, professional and academic fields to combine efforts resulting in exciting proposals in the areas of fashion and accessories.

To explore and implement environmentally intelligent practices by preserving the local microcosm and traditional techniques and by fostering the search for alternative approaches to production processes that generate less environmental waste and damage.

Values

Cultural and technical support from local green-mapped small businesses, which support our international students by sharing their expertise and cultural heritage.

An international teaching staff whose backgrounds include professional and academic experiences in the fashion industry and currently practicing artisans.

Cutting edge and equipped lab facilities in the completely renovated space at Palazzo della Giostra where students will create hands on assignments, the FLY retail store operated by FAST students and faculty, and a Renaissance Ballroom for fashion projects at Palazzo Bombicci Pontelli Guicciardini Strozzi.

A challenging and varied academic curriculum composed of lectures, workshops, and laboratories.

Structured programs for students who aim towards professional development and future careers in the industry.

Opportunities for exposure and integration in the local community through fashion projects, shows, and events.

FACULTY HIGHLIGHTS

FAST is an institution which involves an international teaching staff whose backgrounds include direct industry experience in the fashion world. Business owners, designers, fashion historians, and costume experts regularly teach courses at FAST. Faculty members support students by creating hands-on assignment opportunities and guided projects.

FAST IN THE COMMUNITY - CEMI

The school features a community project which opens its doors to the city: FLY Fashion Loves You is the retail store specialized in high quality vintage, emerging designers, consignment, and FAST student creations. FLY allows students to directly partake in the fashion environment in Florence from business, retail, and design perspectives.

PROGRAMS OF STUDY

- 4-Year Bachelor's Degree in Fashion Design, Merchandising, and Media
- 1 Certificate Career programs / 2-year Associate's Degree
- Study abroad programs, short and long-term (see brochure)

4-Year Bachelor's Degree in Fashion Design, Merchandising, and Media

The program offers four concentrations:

- Accessory Design and Technology
- Fashion Communication, Promotion, and Media
- Fashion Design and Technology
- Merchandising, Marketing, and Retail

Complete program curriculum requirements and outcomes can be viewed at: <https://fua.it/eventrss/bachelor-of-arts-in-fashion-design-merchandising-and-media.html>

For admissions requirements see the 4-year bachelor's degree section in the catalog introduction. Direct admission is granted to students enrolled in the FUA-AUF Certificate Career Program / Associate's Degree in Fashion Design, Merchandising, and Media.

Certificate Career Programs / Associate's Degree

Certificate Career Programs may be taken for 1 or 2 years, as well as a single semester. Each year is made up of two levels featuring core courses. For program details see brochure.

Fashion Design, Merchandising, and Media - Year 1

Year 2 Specializations: Fashion Design and Technology; Accessory Design and Technology; Fashion Merchandising, Marketing, and Retail; Fashion Communications, Promotion, and Media.

Complete program curriculum requirements can be viewed at: <https://fua.it/Prospective-Students/career-programs.html>

The 2-year certificate career can be taken as pathways to FUA-AUF's Associate of Arts (A.A.) degree programs. A.A. fulfillment requires the coursework described in the Certificate Career Program curricula and a minimum of 21 general education credits to complete the degree. Please note that general requirements vary according to the program.

SCHOOL OF FASHION AND ACCESSORY STUDIES AND TECHNOLOGY (FT)

DEPARTMENT of Accessory Design and Technology

The Department of Accessory Design and Technology offers courses to develop skills in designing and constructing accessory products such as shoes, handbags, and hats. Students acquire knowledge and familiarity with design processes and high quality materials, and progress from single products to complete line development and collection design.

FTADSR210

Sketching and Rendering Accessories

3 semester credits. The fundamental aspects of accessory design allow students to learn drawing and rendering techniques, which illustrate materials and textures for handbags, belts, gloves, shoes, and hats. Starting from sketches and basic technical drawing techniques, students develop skills that enable them to apply diverse drawing methodologies.

FTADAD250

Introduction to Accessory Design and Production: Shoes, Bags, and Belts

3 semester credits. This course is dedicated to accessory design. Students will be exposed to a variety of design materials. Emphasis will be placed on three-dimensional sketching and on creative detail design for footwear, handbags, small leather goods, gloves, and belts. The course includes an historical overview of personal accessories from ancient Egypt to the present, allowing the evaluation of different materials and styles. During this course students will also receive basic guidelines on hand

sewing techniques, on the use of patterns for simple leather accessories, and an overview of materials. This class includes experiential learning with CEMI.

FTADAD255

Introduction to Accessory Design and Production: Shoes, Bags, and Belts Experiential Learning

6 semester credits. This course is dedicated to accessory design. Students will be exposed to a variety of design materials. Emphasis will be placed on three-dimensional sketching and on creative detail design for footwear, handbags, small leather goods, gloves, and belts. The course includes an historical overview of personal accessories from ancient Egypt to the present, allowing the evaluation of different materials and styles. During this course students will also receive basic guidelines on hand sewing techniques, on the use of patterns for simple leather accessories, and an overview of materials. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FTADAD301

Introduction to Accessory Design and Production: Hats, Scarves, and Embellishments

3 semester credits. This course is dedicated to accessory design. Students will be exposed to a variety of design materials. Emphasis will be placed on three-dimensional sketching and on creative detail design for hats, scarves and different types of embellishments for fashion and accessories. The course includes a historical overview of personal accessories from ancient Egypt to the present, allowing the evaluation of different materials and styles. During this course students will also receive basic guidelines on hand sewing techniques and different decoration systems, on the use of patterns and material overview. This class includes experiential learning with CEMI.

FTADFW315

Footwear Design and Construction

3 semester credits. In this course, students are introduced to an advanced level of footwear design and production. Italy is a market leader in design for the footwear industry, and students will analyze past and recent styles, leathers, and components in terms of functionality and design. Students will continue to develop patternmaking skills by designing and making prototypes of basic footwear and related accessories. This class includes experiential learning with CEMI. Prerequisites: There are no prerequisites for this course. A good command of sketching and rendering techniques is however highly recommended.

FTADHC330

Handbag Construction Techniques

3 semester credits. In this course, students learn the basic skills related to the design and production of handbags. Students will become familiar with the use of patternmaking machines and equipment, construction techniques, as well as the analysis of various styles in handbag design. Student projects will be transformed into a finished product by the end of the course. This class includes experiential learning with CEMI. Prerequisites: There are no prerequisites for this course. A good command of sketching and rendering techniques is however highly recommended.

FTADLT340

Leather Technology

3 semester credits. This course offers the opportunity to study several ornamentation techniques with different methods of application to leather apparel and accessories such as handbags, belts, and shoes. Basic patternmaking skills related to leather garments are examined and practiced. Coursework is intensive and has a practical approach through techniques such as cutting, preparing, sewing, and assembly. Students gain a real insight into the leather process in a workshop. This course includes experiential learning with CEMI. Prerequisites: There are no prerequisites for this course. A good command of sketching and rendering techniques is however highly recommended.

FTADFE342**Feathers and Experimental Materials**

3 semester credits. This course features the study of ornamentation techniques specifically in the form of feathers and other experimental materials. Students will learn how to apply the presented materials to apparel and accessory-based designs. Basic patternmaking skills used in the construction of handbags, belts, and hats will be explored and practiced. This class includes experiential learning with CEMI. Prerequisites: There are no prerequisites for this course. A good command of sketching and rendering techniques is however highly recommended.

FTADAF345**Athletic Footwear Design and Construction**

3 semester credits. Through this course, students will learn the different aspects of athletic footwear in order to design and construct original products. Various methods of applying design and production techniques to different types of athletic shoe categories including running, basketball, and tennis shoes will be examined. This class includes experiential learning with CEMI. Prerequisites: There are no prerequisites for this course. A good command of sketching and rendering techniques is however highly recommended.

FTADTE348**Traditional and Experimental Headwear**

3 semester credits. This course presents the basic patternmaking skills that allow students to work on accessories such as a stylized beret, cloche, and fabric hat. Students are introduced to the basic elements of millinery and design for both traditional and experimental headwear from conception to construction including how to make a frame, block, and pattern specifically for hatmaking. This class includes experiential learning with CEMI. Prerequisites: There are no prerequisites for this course. A good command of sketching and rendering techniques is however highly recommended.

FTADSH349**Florentine Straw Hat and Bag Design and Production**

3 semester credits. This course introduces students to the design and construction of straw accessories such as hats and bags. 3D design principles and hatmaking techniques are studied and applied to wearable and non-wearable creations. Students learn basic skills of millinery construction through the methods of patterned and blocked forms, how to manipulate straw and how to acquire an in-depth understanding of the material. Prerequisites: There are no prerequisites for this course. A good command of sketching and rendering techniques is however highly recommended.

FTADFP350**Special Project: Experiential Learning in the Fashion Industry - Fashion and Accessory Design**

3 semester credits. This placement allows the student to interact with the local fashion economy through FLY Fashion Loves You, the retail store operated by the students and faculty members of FAST. FLY features creations of emerging designers, high-quality vintage and consignment clothing and accessories, as well as unique handcrafted pieces made by FAST students. This special project involves proposing, designing, and producing high-quality garments and accessories for FLY, whose merchandise sales generate scholarships for future fashion students. Duties include but are not limited to merchandise analysis for brainstorming, design proposals, and garment and accessory production in the laboratory spaces of FAST, the academic department that houses FLY. Garments produced will permanently remain at FLY for placement in window displays, photoshoots and other special installations throughout the seasons. EL hours may be distributed from Monday through Friday. This placement may require shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Merchandise analysis, design proposals, sketching and rendering creations, product prototyping, garment and accessory production, cost and mark up management, emerging designers research and analysis, participation in promotional events, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not

applicable to remote option. Prerequisites: Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

FTADDF354

Decoration and Finishing Techniques for Accessories

3 semester credits. This advanced course allows students to investigate the designs and uses of different types of decorations and finishes for accessories, by developing inventive skills in the creation of applications. An approach based on diverse materials and techniques and the study of small metal parts and their role in fashion accessory design and positioning will be instrumental in the final creation of an original piece. Prerequisites: Fashion majors of Junior/Senior Standing.

FTADAS355

Accessory Studio

3 semester credits. This course introduces the concept of three-dimensional sketching and how it relates to accessories design. By concentrating on design detail, students learn how to sketch the basic shapes used in footwear, handbags, personal leather goods, hats, and belts. The course provides students with the opportunity to select a design project in a specific accessories category. Mastery of research techniques, design construction, and project presentation are fundamental for the successful completion of this course. This class includes experiential learning with CEMI. Prerequisites: Sketching and Rendering Accessories or equivalent.

FTADAS360

Accessory Studio Experiential Learning

3 semester credits. This course introduces the concept of three-dimensional sketching and how it relates to accessories design. By concentrating on design detail, students learn how to sketch the basic shapes used in footwear, handbags, personal leather goods, hats, and belts. The course provides students with the opportunity to select a design project in a specific accessories category. Mastery of research techniques, design construction, and project presentation are fundamental for the successful completion of this course. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Sketching and Rendering Accessories or equivalent.

FTADAC365

Accessory Collection Design and Production

3 semester credits. This is an advanced-level course in which students learn how to develop accessory collections (casual and classic versions for womenswear or menswear) for diverse markets by using appropriate sketching and rendering techniques. A capsule collection will be structured and organized in a professional manner from inspiration and mood boards to specific themes, customer and market research, and trend forecasting according to high quality presentation methods. Field visits to museums and fashion design studios will stimulate the student's creativity and are an essential part of the course. Prerequisites: Fashion majors of Junior/Senior Standing. Knowledge of Adobe Suite is required.

FTADAC370

Accessory Collection Design and Production Experiential Learning

6 semester credits. This is an advanced-level course in which students learn how to develop accessory collections (casual and classic versions for womenswear or menswear) for diverse markets by using appropriate sketching and rendering techniques. A capsule collection will be structured and organized in a professional manner from inspiration and mood boards to specific themes, customer and market research, and trend forecasting according to high quality presentation methods. Field visits to museums and fashion design studios will stimulate the student's creativity and are an essential part of the course. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and

territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Accessory Design Major Junior Standing or equivalent skills in sketching, sewing, and patternmaking. Prerequisites: Fashion majors of Junior/Senior Standing. Knowledge of Adobe Suite is required.

FTADLD370

Line Development for Accessories

3 semester credits. This course focuses on the process of transforming an accessory design concept into reality. The course will provide a basic understanding of supply chain management and a framework for analyzing how it can be adapted to best support an individual design concept. Students will learn about materials, color, pattern choices, sourcing, and surface design options. Development topics include prototypes, samples, and systems for ensuring quality and fit. Students will experiment with timelines for line development according to the market, seasonality, production cost and pricing factors, and merchandising. Students will draft designs for a capsule collection according to the factors related to line development. This class includes experiential learning with CEMI. Prerequisites: Sketching and Rendering Accessories.

DEPARTMENT of Fashion Communication and Publishing

The Department of Fashion Communication and Publishing offers courses in the area of fashion-related communications. Courses regarding fashion media and culture, trends, journalism, and past and current topics related to the Italian fashion industry are some of the main topics addressed.

FTFCFGV320

Fashion Goes Viral: The Art of Influencing

3 semester credits. The object of this course is the encounter between fashion –one of the oldest but ever-changing mode of communication –and contemporary tools for influencing other people’s decisions –digital social networks. The two are strictly intertwined: fashion needs social media influencers as much as social media influencers need fashion. Digital media has completely reconfigured the fashion world: bloggers have usurped famous magazine editors at fashion shows, the retail industry is shifting to online shopping, platforms such as Instagram create new forms of social status and power. Yet, while digital media creates new jobs, it brings forth also unexpected negative consequences and issues. This course examines how interconnected fashion and influencers are, and guides students to master the potential of social networks regarding the fashion world. Topics will range from an overview of the evolution of fashion trends to the digital tools needed to succeed as a social media influencer. Students will be able to understand the evolution of fashion, its intrinsic relation with the notion of influence, as well as new trends of digital marketing through social networks. To provide students with a hands-on approach, there will be visits to local museums and/or shops as well as an encounter with a Florentine-based influencer. This course encourages independent explorations in Florence, including those for research and content collection for course projects (i.e. Blending Magazine assignment). Students will also analyze high-impact Case Studies related to the course topic. Successful completion of the course requires regular visits and interaction with the FLY CEMI: students will interact with an Instagram Fashion Account for applying concepts related to merchandising and promotion.

FTFDIC200

Image Consultancy

3 semester credits. This course analyzes fashion-based image consultancy for individual clients as a profession of growing importance in both the fashion and tourism industries. Key course topics include the resources necessary to build a career in consultancy, portfolio building, self-marketing, and client consultation. The course also provides important contextual information related to the dynamics of the fashion industry. Field visits and activities are significant components of the coursework, allowing students to not only familiarize themselves with real working environments but also interact with professionals in order to build competency in networking with future intermediaries and clients.

FTFCFP210

Introduction to Fashion Photography

3 semester credits. The course is based on a series of theoretical lectures on the technical, cultural, visual, and historic aspects of fashion photography. Fashion photography history will be analyzed from the beginning of the 20th century through contemporary works, following the continuously changing fashion styles and trends of today. This introductory course will concentrate on the technical and logistical aspects of fashion photography using natural light and light basic metering. This course combines introduction to photographic techniques with an emphasis on fashion photography. The first six lessons students will be guided through basic (introductory) camera usage. The later part of this course students will be challenged on basic fashion photography assignments. This class includes experiential learning with CEMI. NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode.

FTFCSC280

Style and the City: Florentine Fashion Walks

3 semester credits. Through a series of walks and visits through art and design this course intends to show famous and hidden fashion paths in Florence. A journey through time and space to discover the place that marked the birth of Italian fashion and opened the doors to Made in Italy. Back in 1954 Florence was the star of the fashion system, anticipating trends and stealing the exclusive scene from Paris. Italy embraced the “new” in fashion through the talent and genius of Giovanni Battista Giorgini, who staged the first ever Italian fashion shows in Florence. Students will discover a city of exquisite taste, tradition and artistic craftsmanship. Starting from the location of the first Italian cat walk held in the Sala Bianca of Palazzo Pitti, they will learn how to map the fashion environment of the city. From Renaissance to modern day inspiration, fashion is kept alive in the products that were designed here and that grace the beautiful city today. Designers, such as Gucci, Salvatore Ferragamo, Emilio Pucci, Stefano Ricci, Ermanno Scervino, and Roberto Cavalli, have all developed and changed through the years and they have all surely blossomed here in Florence. The course is intended to provide academic knowledge through guided field learning activities that include research, on-site involvement, and topic assessment for each fashion themed walk in Florence. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

FTFCPF280

Faces, Facts, and Places in Italian Fashion

3 semester credits. This course addresses significant moments in the timeline of Italian fashion from its historic origins to the present day. While exploring the art and business of Italian fashion design, students will encounter influential individuals, style and industry-changing happenings, and the places that hosted them. Designers and creative figures, industry players and companies, hallmark fashion shows, and significant Italian locations are amongst the case studies covered. Field visits and guest lectures are an essential component of this course.

FTFCFI290

Fashion Icons: Trends and Lifestyle

3 semester credits. This course features a sociological journey in recent history as seen through the lives and styles of the most influential people of the twentieth century from Jacqueline Kennedy to Lada Gaga, from celebrity fashion designers to recent stylists and influencers. Fashion icons from varying backgrounds and occupations, such as Marilyn Monroe, Audrey Hepburn, Queen Elisabeth II, Madonna, as well as their Italian counterparts, will be analyzed. The aim of the course is to identify the roles and identities represented by female fashion icons and how they are perceived today in terms of current fashion ideologies, lifestyle, and social changes.

FTFCFM300

Fashion, Media, and Culture

3 semester credits. This course examines the context in which the Italian fashion system was born. Topics begin from the evolution of fashion from the post-WWII period to the present and address the role and influence of media and culture on

factors such as economic and social status, the arts, and other issues that influenced fashion. Students explore fashion's connection to identity, body, politics, gender, ethnicity, sexuality, class, and how fashion and media are interrelated with these aspects of culture.

FTFCFB300

Fashion Business in Italy

3 semester credits. This course aims to discuss the complex art of operating fashion businesses in Italy. Topics address the dynamics of interacting with designers, buyers, and retail managers, and identify effective ways of conducting negotiations, solving issues, and closing a deal. Coursework will give students a significant exposure to the world of fashion in Italy by analyzing both its rich panorama made up of traditions, humble origins, and the current multinational brands dominating the international market.

FTFCWF310

Writing for the Fashion Industry

3 semester credits. This course introduces writing techniques in the fashion industry. Topics bridge the gap between core writing classes and higher-level fashion courses concentrating on merchandising and promotion by presenting writing strategies intended for the different writing styles required in the industry. Students will learn the methods of effective writing for fashion reports and forecasts, fashion show scripts, public relations, catalog, direct mail, trade and consumer magazines, and online channels. Case studies illustrate examples of effective and ineffective writing. Course projects and activities will interact with journalism activities of *Blending*, the magazine and newsletter of FUA's campus press *Ingorda*. Prerequisites: Foundational writing skills are not covered. Students are expected to apply a strong command of syntax, structure, and style according to the course topic.

FTFCFP310

Advanced Fashion Photography

3 semester credits. Through this course, students meet and collaborate with designers, art directors, hair and make-up teams, and professional models to come up with a specific fashion ad campaign and lookbook for up-and-coming Florentine designers in the field of fashion. Students will learn how to meet with clients, present ideas (story and mood boards), design sets, and execute a campaign according to client needs. The course examines studio and location lighting, flash units, light metering, and set design according to a specific project. Photography software is utilized at an advanced level to process and produce a final campaign and portfolio. This class includes experiential learning with CEMI. Prerequisites: Introduction to Fashion Photography or equivalent, Intermediate Photography (film or digital) or equivalent.

FTFCV350

Advanced Videomaking and Post-Production

3 semester credits. Through this advanced course, students apply previously acquired skills to the final editing of a video. Video effects, audio, and digital effects and their aesthetic and technical considerations are put into practice throughout the completion of the video project. The course objective is to connect the different production stages in order to provide students with a comprehensive experience of the expressive power of the medium. Students will use advanced video software in order to be familiarized with industry trends and practices, and use DSLR cameras to shoot HD video. This class includes experiential learning with CEMI. Prerequisites: Introduction to Creative Videomaking or equivalent.

FTFCCF390

Fashion Show Production, Coordination, and Promotion

3 semester credits. In this course students learn the steps involved in managing and producing fashion shows featuring designer collections and seasonal trends. Topics cover logistics, budget management, fashion show categories, creativity and art direction, broadcasting and promoting shows, and the role of the show within the business aspects of the fashion industry. Prerequisite: Fashion majors (Junior standing) or an event management course (or equivalent).

FTFCFE390

Fashion Event Management

3 semester credits. The aim of this course is to provide students with an in-depth knowledge of fashion event planning. Students will learn about the event planning process and will apply its principles from a fashion industry perspective. Course topics focus on all the aspects connected to organizing a fashion-themed event such as logistics, budgeting, financing, marketing and sales, promotion, public relations, accounting, and staffing. Students will be familiarized with diverse categories of fashion events such

as fashion shows, product launches, and fashion galas and ceremonies. Students will learn how to create a timeline for a fashion event and how to implement and supervise the overall experience. Particular attention will be paid to theme development, location selection, and atmosphere and ambience. Students will learn the appropriate strategies for balancing a fashion concept or product with event development and how to collaborate with fashion designers and companies for a successful event outcome. Prerequisites: Introduction to Event Management or equivalent.

DEPARTMENT of Fashion Design and Technology

The Department of Fashion Design and Technology offers courses covering fashion design and production. enables students to advance in their design, technical and creative skills. It offers a solid educational base in fashion, founded on both the knowledge of fashion history and international designers' works, as well as on principles of designs and creations. Its main practical focus is on patternmaking, knitting, sewing, and construction techniques.

FTFDKW200

Introduction to Knitwear Design

3 semester credits. Knitwear design is a longstanding tradition that is emerging again as an important professional discipline in the fashion industry. In this course, students familiarize themselves with the world knitwear techniques and are introduced to flat bed knitting machines, as well as technical instruments and methods of knitting. Through a series of exercises, students will be able to read and translate pattern schemes, develop ideas into patterns, make samples, and be able to construct a basic machine-knitted garment. Additionally, students will analyze fashion trends in knitwear and learn technical aspects of different yarn types, materials, structure in order to explore tradition and innovation while strengthening an experimental attitude.

FTFD230

Fashion Design Studio I

3 semester credits. This course is an introduction to creative design development and fashion design, offering students an overview of the contemporary visual culture and language related to fashion. Topics include design processes, rendering techniques, research, storyboard creation, color, fabric selection, design innovation, and the 2D to 3D development of creative ideas. Students will gain practice in these areas through projects while being introduced to fashion illustration. Students prepare for future apparel design projects by researching the design development process, textiles, materials, and industry practices. This class includes experiential learning with CEMI.

FTFDPM260

Flat and Digital Patternmaking

3 semester credits. In this course students will develop skills in pattern making, from concept and design to completion, drafting and executing patterns for garments using simple textiles such as cotton. Important focus is placed on the use of pattern design software for fashion production. By working with flat patternmaking techniques as well as the Cad system, students will develop pattern designs by transferring ideas onto paper or digital format, to create and modify designs, as both artisanal and industrial fashion production require. A relevant outcome of this course will be the acquired capability to interpret fashion projects with a new view, through the understanding and development of the pattern.

FTFD300

Digital Knitwear Design

3 semester credits. The history between computers and textile design goes back to when the first Jacquard Loom machine was invented. In this course, students discover how computers and knitting machines are connected through the exploration of knitwear software and the home knitting machine. By combining these elements and other digital tools (Adobe Photoshop as well as other image editing software), students will be able to execute complex patterns using different colors, working with electronic knitting machines, to gain a better understanding of how the Jacquard process works. Through a series of exercises and lectures, students investigate electronic knitting machine functions and learn how to create and convert patterns on computers using software and load them on knitting machine, calculate and design patterns, and using traditional techniques of trims and garment assembly to make their final capsule collection. Prerequisites: Introduction to Knitwear Design, or equivalent.

FTFDSC315**Sewing and Construction Techniques I**

3 semester credits. This hands-on course will develop the fundamental skills and techniques of sewing and garment construction. Course topics feature the approach to mechanized and manually-processed techniques involved in the creation of simple cotton garments. An understanding of the use of basic patterns, cutting techniques, seams and finishings will allow students to approach simple prototyping projects. This class includes experiential learning with CEMI.

FTFDAD320**Apparel Design**

3 semester credits. This course offers a solid foundation in the fundamentals of basic construction, draping, alterations, and fitting techniques for apparel. The emphasis of the course is on the importance of proper fit and craftsmanship for the overall quality of garments. Students develop and construct design concepts in muslin and soft fabric in the dress form.

FTFDAP330**3D Printing and Fabrication for the Fashion Industry**

3 semester credits. This course is designed to explore the world of digital fabrication and to investigate textiles and garments through 3D and 2D printing technologies. In this course, students learn how to design and customize garments using novel materials and techniques, as well as master fundamental principles of additive and subtractive manufacturing processes such as laser cutting and 3D printing. Investigation of materials, prototyping and testing, physical mock-ups, and applications of digital fabrication processes are an integral part of the course. This course includes Fab Lab studio hours. Prerequisites: Basic knowledge of 3D Design Software and Adobe Suite.

FTFD340**Draping**

3 semester credits. Fashion designers are artists that are able to give physical expression to concepts, as they work with forms, colors, textiles and proportions. In this intermediate level course, students learn the art of clothing construction by sculpting the silhouette using draping techniques, in constant resonance with the flat and digital pattern making techniques. Course topics include moulding textiles, analyzing volumes and ultimately pattern making by draping of custom patterns in muslin on dress forms or models. Among the valuable outcomes of this course are finding one's unique self-expression and allowing the creative vision to emerge. Individual designs of dress forms will be demonstrated and practiced. This class includes experiential learning with CEMI. Prerequisites: Patternmaking and sewing skills.

FTFD350**Fashion Collection Design and Production**

3 semester credits. This course teaches students how to create and develop fashion collections for diverse markets by using appropriate research techniques, project development methods, sketching and rendering techniques. Collections will be structured and organized in a professional manner from customer research and trend forecasting to the creation of mood boards and the selection of materials and colors. Throughout the course students will be invited to develop and test communication skills in order to learn how to assertively communicate collections values. The ultimate goal of the course is to design, create, and prototype a final collection. Field visits to museums and fashion design studios will stimulate the student's creativity and are an essential part of the course. This class includes experiential learning with CEMI. Prerequisites: Fashion Design Major Junior Standing or equivalent skills in sketching, sewing, and patternmaking.

FTFD350**Fashion Styling**

3 semester credits. What does it mean to be a stylist in a digital first world, where everybody has a voice and the opportunity to deliver across multiple platforms? This course is focused on the role and significance of a fashion stylist in the broader industry, as a cultural gatekeeper, storyteller, talent spotter and curators of ideas. Students will understand the variety of roles that a stylist can undertake, with a detailed study of styling for Editorial, Fashion Shows, Celebrities, Advertising, Brand Marketing and E-Commerce. Hands on work with designers' garments is provided to students to create sets for fashion shootings and fashion shows. Ultimate goal of this course is to educate the students' eyes to identify and manage the visual impact of trends and ideas. Case studies will be provided, revealing the creative process of relevant stylists of the industry, and explaining concept development from the initial idea to the finished shoot.

FTFD350

Special Project: Experiential Learning in the Fashion Industry - Fashion and Accessory Design

3 semester credits. This placement allows the student to interact with the local fashion economy through FLY Fashion Loves You, the retail store operated by the students and faculty members of FAST. FLY features creations of emerging designers, high-quality vintage and consignment clothing and accessories, as well as unique handcrafted pieces made by FAST students. This special project involves proposing, designing, and producing high-quality garments and accessories for FLY, whose merchandise sales generate scholarships for future fashion students. Duties include but are not limited to merchandise analysis for brainstorming, design proposals, and garment and accessory production in the laboratory spaces of FAST, the academic department that houses FLY. Garments produced will permanently remain at FLY for placement in window displays, photoshoots and other special installations throughout the seasons. EL hours may be distributed from Monday through Friday. This placement may require shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Merchandise analysis, design proposals, sketching and rendering creations, product prototyping, garment and accessory production, cost and mark up management, emerging designers research and analysis, participation in promotional events, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

FTFD355

Fashion Collection Design and Production Experiential Learning

6 semester credits. This course teaches students how to create and develop fashion collections for diverse markets by using appropriate research techniques, project development methods, sketching and rendering techniques. Collections will be structured and organized in a professional manner from customer research and trend forecasting to the creation of mood boards and the selection of materials and colors. Throughout the course students will be invited to develop and test communication skills in order to learn how to assertively communicate collections values. The ultimate goal of the course is to design, create, and prototype a final collection. Field visits to museums and fashion design studios will stimulate the student's creativity and are an essential part of the course. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Fashion Design Major Junior Standing or equivalent skills in sketching, sewing, and patternmaking.

FTFD370

Line Development for Fashion

3 semester credits. This course focuses on the process of transforming fashion design concepts into reality. During the lessons students will learn the language of the industry, by applying the correct approach to research and project development. The course will encourage students to experience the different performances of various material, color and pattern choices, sourcing, and surface design options. Development topics include prototypes, samples, and systems for ensuring quality and fit. Students will learn how to create and use tech sheets. The course will provide a basic understanding of supply chain management and a framework for analyzing how it can be adapted to best support an individual design concept. Students will experiment with timelines for product development, production costs, and pricing decisions, financial planning, and sourcing of available resources. Prerequisites: Fashion major, Junior standing.

FTFDFD370**Fashion Design Studio II**

3 semester credits. This course represents the advanced level exploration of fashion design studio topic. The course focuses on the study of the fashion industry with emphasis on design and construction. Students develop their designs by exploring and analysing the roles of research, design development, and editing in the fashion design process focusing on economic, and cultural contexts. Concepts are applied with hands-on learning experiences as students study textiles, fashion design, apparel construction, consumer behaviour, products, and materials of the fashion industry. This class includes experiential learning with CEMI. Prerequisites: Fashion Design Studio I, or equivalent.

FTFDFD375**Fashion Design Studio II Experiential Learning**

6 semester credits. This course represents the advanced level exploration of fashion design studio topic. The course focuses on the study of the fashion industry with emphasis on design and construction. Students develop their designs by exploring and analysing the roles of research, design development, and editing in the fashion design process focusing on economic, and cultural contexts. Concepts are applied with hands-on learning experiences as students study textiles, fashion design, apparel construction, consumer behaviour, products, and materials of the fashion industry. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Fashion Design Studio I, or equivalent.

FTFDSC380**Sewing and Construction Techniques II**

3 semester credits. This course represents the second level of topics related to sewing and construction techniques. The advanced level focuses on complex cutting, sewing and construction strategies as employed by industry standards, allowing students to create and finish prototypes and garments using a variety of patterns, materials, textiles and finishings. This course involves the use of models for fitting and alteration methods, as currently used in atelier, and implies the development of an inquisitive and ingenious artisanal approach. This class includes experiential learning with CEMI. Prerequisites: Sewing and Construction Techniques I, or equivalent.

DEPARTMENT of Fashion Merchandising

The Department of Fashion Merchandising offers courses in the areas of merchandising and retail in the fashion industry including space management, forecasting, purchasing, and client services.

FTFMFM280**Introduction to Fashion Marketing**

3 semester credits. This course is an introduction to marketing and merchandising concepts in the fashion industry. Emphasis is placed on the apparel and accessory industry in Italy. Students learn terminologies specific to the field. Topics include the meaning of the 'brand' in today's consumer market, how to forecast trends, the product supply chain, the vertical business model and outsourcing, visual merchandising, advertising, different forms of in store and non-store retail, consumer behavior and profiles, and store location and design. On-site visits to fashion retailers in Florence are an integral part of this course with suggested field trips to local designers as well as to fashion museums such as the Gucci Museum. Other topics include: Product development cycle of the fashion industry: the initial forecast, consumer analysis, marketing plans, sourcing and presenting the product. The importance of retail marketing and "experience shopping" - visual merchandising through analysis of store layout. The course will also cover market research and target customer identification, visual merchandising, direct marketing, internet and social media, and traditional advertising, and will focus on how to generate media attention through public relations (press relations, press kit releases, sponsorships, events, etc.).

FTFMFC285**Fashion Merchandising**

3 semester credits. The course provides a comprehensive look at the merchandising environment including the functions and objectives of the merchandising team and the principles and techniques of today's buyers, planners, product developers, and account executives. Students will gain an understanding on procedures of how to plan, select, price, and sell fashion goods. Product development, sourcing, and production are an integral part of the course. The course will also address the analysis of wholesale and apparel management practices of the fashion marketing industry with a specific focus on planning, developing, and presenting product lines for identified target markets. The course will also address the analysis of the issues with a specific focus on the Italian industry through locally based case studies.

FTFMFM300**Fashion Forecasting for Merchandisers**

3 credits. Through this course, students explore and apply various forecast research methods in preparation for developing, planning, purchasing, or merchandising apparel lines and collections. Using the case studies, market and trend research is evaluated to identify opportunities for growth and profitability in a fashion business. By applying consumer, aesthetic and quantitative information, students develop value-added apparel/textile strategies for products and product lines with merchandising campaigns for diverse targets. The outcome of the course will focus on understanding the relationship of forecasting and product line development. Students will be exposed to analytical techniques to acquire quantitative elements through marketing theories that explain fashion dynamics that occur in apparel and retail.

FTFMVM325**Visual Merchandise and Display**

3 semester credits. This course examines the creative yield of visual merchandising and its importance to the retail and fashion industries. Students develop skills in the evaluation and implementation of visual merchandising concepts. Retail space management is a crucial topic of the course including the external of the store and the collaboration with architects and retail managers. Key elements are also principles and elements of design, lighting, props, mannequins and window display. Integration with the fashion, art, and overall environment of Florence is an integral part of the course. Students will be engaged in site and museum visits. Related terminology will complete the course.

FTFMFB330**Fashion Buying Strategies: From Personal Shopper to Retail Merchandising**

3 semester credits. This course addresses the new professional shopper profile by examining both the customer-oriented features of the industry as well as the general business principles of the fashion industry. Topics analyze the profession of the personal shopper, understanding the nature of services provided, as well as the strategies advised to clients from wardrobe analysis and purchasing. During the course, students will discuss fashion both in relationship to fashion history and international trends as well as communication and protocol for special occasions such as events. The final part of the class will include career guidance and marketing and promotion principles to build a customer base.

FTFMFB335**Fashion Buying Strategies: From Personal Shopper to Retail Merchandising Experiential Learning**

6 semester credits. This course addresses the new professional shopper profile by examining both the customer-oriented features of the industry as well as the general business principles of the fashion industry. Topics analyze the profession of the personal shopper, understanding the nature of services provided, as well as the strategies advised to clients from wardrobe analysis and purchasing. During the course, students will discuss fashion both in relationship to fashion history and international trends as well as communication and protocol for special occasions such as events. The final part of the class will include career guidance and marketing and promotion principles to build a customer base. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FTFMRO350

Consumer Behavior and Retail Strategies

3 semester credits. This course will prepare students to work, run, and manage a retail shop successfully and provides theoretical insights into customer expectations and service delivery. Throughout the course, standard elements of a retail shop will be analyzed and focus on retail management will be given. This class will strengthen decision-making skills regarding expense planning, suppliers, store layout, and promotional strategies. Under the supervision of seasoned professionals, students will spend a portion of the course operating the school retail spaces (fashion retail store, restaurant, pastry shop) that are open to the local community. Here, theoretical knowledge, shop floor management skills, and ability to perform head office functions will all be developed in the context of retail. In order to offer a comprehensive view of retail management, experiential learning activities are scheduled in varying types of retailers, each of them characterized by different competitors, products sold, customers, and style of service required. This class includes experiential learning with CEMI.

FTFMFR350

Special Project: Experiential Learning in the Fashion Industry - Fashion Retail Management

3 semester credits. This special project allows the student to interact with the local fashion economy through FLY Fashion Loves You, the retail store operated by the students and faculty members of FAST. FLY features creations of emerging designers, high-quality vintage and consignment clothing and accessories, as well as unique handcrafted pieces made by FAST students. The fashion retail management special project involves store organization, business procedures and client relations. Under the guidance of the CEMI management, students will have the chance to be immersed in the fashion retail industry through duties that include but are not limited to sales, stock, store management, customer service, promotion, and research. EL hours may be distributed from Monday through Friday. This placement may require shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Store merchandising, window display operations, props selection and organization, emerging designers research, client relations, FLY social media content production, customer care analysis, experiential marketing campaign, organization of promotional events, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

FTFMRO355

Consumer Behavior and Retail Strategies Experiential Learning

6 semester credits. This course will prepare students to work, run, and manage a retail shop successfully and provides theoretical insights into customer expectations and service delivery. Throughout the course, standard elements of a retail shop will be analyzed and focus on retail management will be given. This class will strengthen decision-making skills regarding expense planning, suppliers, store layout, and promotional strategies. Under the supervision of seasoned professionals, students will spend a portion of the course operating the school retail spaces (fashion retail store, restaurant, pastry shop) that are open to the local community. Here, theoretical knowledge, shop floor management skills, and ability to perform head office functions will all be developed in the context of retail. In order to offer a comprehensive view of retail management, experiential learning activities are scheduled in varying types of retailers, each of them characterized by different competitors, products sold, customers, and style of service required. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FTFCSF360**Fashion Retail Management**

3 semester credits. This course addresses the procedures involved in managing a fashion retail enterprise and the decision-making inherent in successful merchandising for smaller-scale stores. Knowledge will be acquired through lab practice gained by running a real enterprise in which students and professionals exchange their knowledge and propose successful solutions to be applied. Coursework includes site visits to well-known Italian luxury brands in Florence such as Ferragamo, Gucci, and Cavalli (companies may change according to availability), and special guest lectures from local prominent emerging designers.

FTFMFM360**Strategic Fashion Marketing**

3 semester credits. The world of global fashion is becoming increasingly complex as the market evolves. This course is designed to respond to the challenges presented by the competitive environment that the fashion industry is facing. Students will acquire knowledge on how to develop strategic fashion marketing plans in order to respond to continuous economic and environmental changes. In addition, students will learn how different business environments require equally different strategic and competitive behavior from the players involved. A number of fashion business case studies will be analyzed with a particular emphasis on the Italian market. Branding and brand management will be an integral part of the course, especially with regards to how brands acquire and sustain value in the marketplace. The course explores how successful marketers develop, manage, and protect brands. A focus on successful case histories, visits to fashion enterprises, as well as case analyses will complete the course and help students gain practical examples of how markets adapt and grow in this highly competitive industry. Prerequisites: Introduction to Fashion Marketing, Introduction to Marketing, or equivalent.

FTFCSF365**Fashion Retail Management Experiential Learning**

6 semester credits. This course addresses the procedures involved in managing a fashion retail enterprise and the decision-making inherent in successful merchandising for smaller-scale stores. Knowledge will be acquired through lab practice gained by running a real enterprise in which students and professionals exchange their knowledge and propose successful solutions to be applied. Coursework includes site visits to well-known Italian luxury brands in Florence such as Ferragamo, Gucci, and Cavalli (companies may change according to availability), and special guest lectures from local prominent emerging designers. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FTFMFM450**Internship: Fashion Industry**

3 semester credits. This internship allows the student to interact with the local fashion economy. The fashion internship involves the student in retail management through store organization, business procedures and client relations. Interns will have the chance to be immersed in the fashion retail industry through duties that include but are not limited to sales, stocking, floor management, customer service, promotion, and research. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Store merchandising, window display operations, props selection and organization, designer research, client relations, social media content production, customer care analysis, experiential marketing campaign, organization of promotional events, final portfolio. Additional materials/Dress code: Business casual attire for dress code but may depend on hosting organization. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

FTFMMR610**Advanced Merchandising and Retail Strategies**

3 semester credits. This course offers an in-depth and industry-oriented overview of international merchandising and retail strategies. Students will learn about the strategic role of the fashion merchandiser as part of the fashion value chain and gain knowledge of retail and merchandising operations as well as planning, budgeting, and forecasting required by the retail sector. Also addressed are fashion supply chain management topics that will contribute to a solid understanding of their impact on retail and merchandising processes and strategies to consolidate and increase competitive advantage. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Fashion Retail, Merchandising, and Media

IDEAS School of Interior Design, Environmental Architecture, and Sustainability

The School of Interior Design, Environmental Architecture, and Sustainability hosts departments offering courses in the following areas:

Architectural Restoration and History of Architecture (RA)
Architectural Studies (DA)
Interior and Visual Design (ID)
Product Design (PD)
Sustainable Architecture and Design (SA)

Vision

The School of Interior Design, Environmental Architecture and Sustainability positions itself in Florence as a new piazza, an open area where the dialogue on buildings, spaces, design, and landscapes opens up new horizons in the city.

IDEAS rethinks the concepts of choice from a cultural and community point of view using the basis of architectural and design studies in order understand how human values are achieved in physical spaces.

The School interprets the Renaissance as it should be discussed in Florence: not as a relic of the past but as a contemporary term for the present and the future. It also respects the longstanding tradition of Italian structural aesthetics and functionality, while seeking to generate innovative interpretations of architecture and design.

IDEAS's philosophy is to enhance and sustain the quality of the human environment through the study of architecture on different scales, from design to multifunctional buildings. In this setting students, with their international backgrounds, can have a dynamic impact on their surrounding landscape.

The environment of Florence with its bustling life, tourism, culture, and arts will open up students to life-changing perspectives and the School's vision seeks to create a space in which students and the city can freely exchange and, ultimately, change.

Mission

To provide an educational environment that sustains the practices of design, planning and management applied to the fields of architecture, sustainability, and historical preservation.

To redefine and challenge the historical concept of the Renaissance through contemporary practices of design, architecture, and sustainability in a city where the past is in everyday reality.

To build an educational system, which develops the relationship between intellectual growth and creative activity.

To encourage students to benefit from a multitude of learning experiences through contact with the rich backgrounds of our faculty, interaction with the city, and involvement with fellow students and the city's locals. Human intersections can deepen the students' relationship with the city and how its structures are experienced, and therefore inspire their approach to architecture in studies and projects.

To shape individuals who become a part of the living landscape of Florence through their academic and extracurricular contributions.

VALUES

Dedicated studies that cultivate the integration of students into the constructed environment of contemporary landscapes.

Facilities equipped with state of the art computer and software technology for enhanced approaches to architectural design and planning.

Experienced, international faculty members offer challenging academic experiences in the classroom and in the field.

Professional lab resources that involve students in the hands-on aspect of their studies and provide a space where their research and creativity can flourish.

Opportunities for enrichment and exposure to the local community through projects, shows, and exhibitions at Corridoio Fiorentino, the community project of IDEAS.

FACULTY HIGHLIGHTS

IDEAS is an institution that employs a dedicated and experienced international faculty offering challenging academic experiences inside and outside the classroom. Faculty members represent careers in architecture, interior design, lighting design, and product design, providing a space where research and creativity can flourish.

IDEAS IN THE COMMUNITY - CEMI

The school features a community that opens its doors to the city: CORRIDOIO FIORENTINO is the photography and design gallery located at the DIVA/IDEAS campus and features the works of international photographers, architects, and designers as well as the works of IDEAS students and faculty.

PROGRAMS OF STUDY

- 4-year Bachelor's Degree in Digital Publishing and Communication
- 1 or 2-year Certificate Career programs / 2-year Associate's Degree
- Study abroad programs, short and long-term (see brochure)

4-Year Bachelor's Degree in Digital Publishing and Communication

The program offers four concentrations:

- Digital Media
- E-Publishing
- Visual Communication
- Product Design

Complete program curriculum requirements and outcomes can be viewed at: <https://fua.it/Prospective-Students/4-year-undergraduate-program-in-digital-publishing-communication.html>

For admissions requirements see the 4-year bachelor's degree section in the catalog introduction. Direct admission is granted to students enrolled in the FUA-AUF Certificate Career Program / Associate's Degree in Communication and Interactive Digital Media.

Certificate Career Programs / Associate's Degree

Certificate Career Programs may be taken for 1 or 2 years, as well as a single semester. Each year is made up of two levels featuring core courses. For program details see brochure.

Communication and Interactive Digital Media - Year 1

Year 2 Specializations: Photography; Product Design; Publishing; Visual Communication.

Complete program curriculum requirements can be viewed at: <https://fua.it/Prospective-Students/career-programs.html>

The 2-year certificate career can be taken as pathways to FUA-AUF's Associate of Arts (A.A.) degree programs. A.A. fulfillment requires the coursework described in the Certificate Career Program curricula and a minimum of 21 general education credits to complete the degree. Please note that general requirements vary according to the program.

SCHOOL OF IDEAS SCHOOL OF INTERIOR DESIGN, ENVIRONMENTAL ARCHITECTURE, AND SUSTAINABILITY (ID)

DEPARTMENT of Architectural Restoration and History of Architecture

The Department of Architectural Restoration and History of Architecture offers courses related to historical surveys, sustainable techniques for conservation, and the application of current sustainable techniques to preserve context and heritage. Topics in Renaissance architecture are featured in select courses.

IDRHSI215

Survey of Italian Art

3 semester credits. This course provides a comprehensive survey of Italian art and architecture through five major movements in Italian history, starting from the art of the Roman Empire. The Medieval period is analyzed from its Byzantine roots and influence, which transitioned into the groundbreaking flowering of Renaissance artistic culture. Coursework will continue with the evolution of Italian art through the intellectual and emotional complexity of Mannerism, and conclude with the Baroque

period sparked by the Counter-Reformation agenda of the Catholic church. The parallel development of related disciplines and the political and sociological currents during the historic era of each major movement will provide a wider perspective of Italian art and architecture throughout the centuries. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

IDRHSI216

Survey of Italian Art

6 semester credits. This course provides a comprehensive survey of Italian art and architecture through five major movements in Italian history, starting from the art of the Roman Empire. The Medieval period is analyzed from its Byzantine roots and influence, which transitioned into the groundbreaking flowering of Renaissance artistic culture. Coursework will continue with the evolution of Italian art through the intellectual and emotional complexity of Mannerism, and conclude with the Baroque period sparked by the Counter-Reformation agenda of the Catholic church. The parallel development of related disciplines and the political and sociological currents during the historic era of each major movement will provide a wider perspective of Italian art and architecture throughout the centuries. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

IDRHBG305

Buontalenti's Florence: From Architecture to Gelato

3 semester credits. This course offers students a combination of two original approaches to Bernardo Buontalenti: discovering the artistic contribution of a genius in Florence's 16th century intellectual scene, and learning the cultural, political and scientific background that led to the creation of modern ice cream (gelato). The lessons will range from Buontalenti's childhood at the Medici court to his artistic training spanning the analysis of his Florentine works (ephemeral installations for spectacular events, theatrical sets, and costumes), masterpieces of sculpture, architecture, and monumental gardens. Buontalenti's eclectic genius also involved the creation of the first ice cream machine. Students will learn about the various production techniques and genesis of sorbet, granita, and gelato from both a historical and technical point of view. Coursework will be organized through a series of practical workshops on various types of frozen desserts, lectures focusing on the artistic works of Buontalenti, and guided visits of major works by Buontalenti in Florence. Visits will include specialized tastings at select artisanal laboratories in Florence. This class includes experiential learning with CEMI.

IDRHFY320

Secret Gardens of Italy

3 semester credits. This course spans the history of Italian gardens from the 1200s to the 1700s. The course explores the evolution of the Italian garden landscape starting from the ancient Roman roots and the emergence of herbal gardens in medieval monasteries for medicinal remedies to the flourishing of early Renaissance masterpieces in the great palaces and villas of Italy. The early transformation of the garden from functional to recreational purposes will be examined in religious and humanistic contexts. A second phase of evolution from the recreation to symbols of power will be introduced through the gardens of ruling families and religious figures who combined garden aesthetics with experimentation and horticultural innovation until the late Renaissance. The course will conclude with the waning of the Italian garden in the 18th century, which ceded the domination of Italian gardens to the landscaping practices of France.

IDRHBB330**Historical Building Restoration And Conservation**

3 semester credits. This course develops the skills to correctly evaluate the conservation status of architecture and to define the necessary intervention to repair through conservation and restoration practices. Emphasis is placed on historical buildings. Through the study of the traditional building techniques, students will discover the difference between internal structural instabilities and defects, damage due to the natural evolution of the building's life cycle, external forces, and weather change. Topics also focus on the causes of cracks and the collapse of the structural elements such as foundations, columns, walls, floors, arches, and domes.

IDRHAR340**Italian Renaissance Architecture**

3 semester credits. This course explores the principal architects, monuments and themes of fifteenth and sixteenth century Italian architecture. The course includes site visits in the city of Florence. Emphasis will be on Renaissance architecture in Florence, but will also include architectural developments in Rome, Urbino, Mantua, Verona and Vicenza. Special topics will include: architectural theory, Medici and papal patronage, urban planning, and church and palace design. A special focus will be dedicated to architects: Brunelleschi, Alberti, Michelozzo, Giuliano Sangallo, Bramante, Antonio Sangallo the Younger, Michelangelo, Giulio Romano and Palladio. Visits to key Renaissance buildings and urban spaces in Florence are included.

IDRHMA360**Masters of Architecture**

3 semester credits. This course consists of theoretical and practical approaches that gradually and comprehensively allow the student to approach the logic of composite syntax and design problematics of contemporary architecture. Students will conduct a critical analysis of concrete examples of architecture through the works of globally recognized architects, presented in individual lessons focusing on a direct and cross-sectional approach in order to draw out significant relationships of methods and language from their projects and singular experiences. The principal objective posed by this course is to understand the original features of an architectural project or research, starting from a reflection upon the "elements of architectural composition," their application, and the evolution of architecture. The analysis is conducted with a historical timeframe, starting from a study of the masters of architecture such as Boullée and Palladio and how the application of their teachings is located in subsequent architects such as Thomas Jefferson and arrives at the works of masterpieces modern architects such as Le Corbusier, Louis Khan, Mies van der Rohe, and Frank Lloyd Wright and those from the Italian panorama including Carlo Scarpa. The concluding studies will be concentrated on current masters working in the field such as Alvaro Siza, Peter Zumthor, and Santiago Calatrava.

DEPARTMENT of Architectural Studies

The Department focuses on developing basic technical skills and introducing students to subjects such as Architectural Studio (at various levels), to the processes of projecting and to the way human and physical contexts influence forms.

IDDAAS220**Architecture Studio I**

3 semester credits. In the field of interior architectural design, the thought process and the method of expression are equally important. Students will learn to communicate their design ideas through the use of instrumental and freehand drawings. The course will cover the production of orthographic, multi-view, isometric, oblique, and perspective drawings. Different media and color will be explored, as well as, English and metric units of measure.

IDDAAP310**Architecture Project I**

3 semester credits. This is a design studio course that introduces the processes of design and planning, judgment, and communications involved in the development of architectural form. Through a focused series of individual and group projects, the influences of the human and physical contexts on form are explored.

IDDAAS320**Architecture Studio II**

3 semester credits. Students will continue to develop skills introduced in Architecture Studio I, drafting 3D explorations of interior space through the production of perspective delineation with the use of technical instruments, freehand drawings, and computer-generated studies. Emphasis will be on methodologies to develop design projects with the use of the visual interpretation using different techniques, assisted drawing, and 3D design software. Prerequisites: Architecture Studio I or equivalent.

IDDAAP410**Architecture Project II**

3 semester credits. This advanced design studio course focuses on the processes of planning and design, judgment, and communications involved in the development of architectural form. Students apply previously learned knowledge and technical approaches to complex projects that take into consideration the influence of human and physical contexts on form. Prerequisites: Architecture Project I or equivalent.

IDDAAS420**Architecture Studio III**

3 semester credits. In the third and final level of Architecture Studio, advanced communication skills are developed through sketching, delineation, drafting, and rendering techniques specifically geared toward effective design presentations. Various rendering techniques and media are explored with an emphasis placed on the effective graphic and visual communication of design ideas in terms of plan, section, elevation, and 3D. Prerequisites: Architecture Studio II or equivalent.

IDDAAD450**Internship: Architecture Studio and Interior Design Assistant**

3 semester credits. The internship course allows the student from architecture and interior design backgrounds to gain first-hand experience of professional design contexts. Internship students will practice their creative skills with studio teams or individual professionals. Tasks may include initial observations of the professional environment, working on design samples, drafting by hand or digitally, practice AutoCAD layouts and rendering, and assisting the organization with logistical duties. Student involvement will not involve solo project development but require collaborative engagement within the organization's ongoing projects according to the student's skill and competency levels. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research or design-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Project research, design sampling for layouts and renderings, logistics assistance for organizational processes, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Remote option students will need their own access to layout/rendering software. Prerequisites: An A2 level of Italian language. Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

DEPARTMENT of Interior and Visual Design

The Department of Interior and Visual Design offers courses related to design areas such as residential, commercial, and community contexts. Courses feature technical drawing, digital elaboration, lighting techniques, and materials used in various design contexts.

IDIDID200**Introduction to Interior Design**

3 semester credits. This is an introductory course on the planning and furnishing of interiors. Students will be introduced to the basic vocabulary, skills /techniques, practices and context of interior design through the vehicle of a series of small abstract projects. The course introduces students to basic interior design principles, theory and conceptual processes. The emphasis is on creating small-scale environments based on the interaction of the individual with the environment. Human scale, movement,

circulation and fundamental form making will be explored. Site trips are an integral part of the course curriculum. This class includes experiential learning with CEMI.

IDIDTD220

CAD and 3D Drawing

3 semester credits. This course introduces the general concepts of CAD (Computer Aided Design). Emphasis is placed on two-dimensional drawing applications such as plans, sections, elevations, and furniture. During the course, students will learn how to develop their projects through the use of computer-based digital tools and how to control the outcome when plotting their final drawings. This class includes experiential learning with CEMI.

IDIDIL270

Lighting Design

3 semester credits. This course introduces students to the art and technology of lighting and explores the use of lighting as a design element in the interior environment. Students will learn how to analyze lighting installations, calculate lighting levels for interiors, select appropriate light fixtures, and prepare a lighting plan based on one of their studio projects. Emphasis will be placed on technical and aesthetic issues in relation to the illumination of interiors. Prerequisites: Introduction to Interior Design.

IDIDCD280

3D Computer Design and Rendering

3 semester credits. This course is based on the concepts and techniques of creating, viewing, and manipulating 3D models. Through the generation of drawings and perspectives, students develop an in-depth understanding of the modeling and rendering techniques used for creating objects and new products. This class includes experiential learning with CEMI.

IDIDID300

Intermediate Interior Design

3 semester credits. The aim of this course is to develop student skills in order to create an individual interior design project based on public or private spaces. Issues of human occupation will be addressed and students shall be asked to question their preconceptions around the fundamental issues of defining, designing and representing interior design projects. The emphasis of course topics is based on the balance of the threefold relationship between the physical, the functional, and the aesthetic counterparts in interior design. The discussion and analysis of contemporary Italian trends in interior design form an integral part of the course. An open critique session will follow every major project submission. Site visits are an important part of the course. Prerequisites: Introduction to Interior Design or equivalent.

IDIDMD335

Exhibition and Museum Design

3 semester credits. This course examines museums and exhibitions as privileged places that bring together art, culture, architecture, technology, and entertainment within the context of spectacular events. They have become complex places of modernity, no longer destined to be mere repositories of art but places that amaze, entertain, interest, and provoke emotions and sensations. Students will analyze how the evolution of exhibition spaces has fundamentally changed the traditional figure of the museum designer who is now placed at the center of a creative process requiring a wide range of competencies and professionalism along with an increasingly specific knowledge of the tools and languages related to contemporary medias. Students will work on technical exercises and projects. Lectures and site visits are an integral part of the course curriculum. This course includes Fab Lab studio hours. Prerequisites: Introduction to Interior Design or equivalent.

IDIDRS340

Retail Space Design

3 semester credits. This course focuses on the architectural approach to retail projects and public interior spaces such as bars and restaurants, hotel lobbies, offices, shops, department stores, fair exposition, and pop up spaces. Students develop projects and learn how to control space both from the functional and the aesthetic point of view. During the course, students analyze different themes and are given the opportunity to observe first-hand professionals at work. Projects are developed with an emphasis on the conceptual research of optimal design solutions and solving functional and distribution problems. This course includes Fab Lab studio hours. Prerequisites: Intermediate Interior Design or equivalent.

IDIDMD350

Interior Design Materials and Furnishing

3 semester credits. This course focuses on the integration of design and fabrication skills in industrial design and furnishing. Common manufacturing techniques are presented through a series of lectures, demonstrations, and analysis sessions. Emphasis is placed on the practical relationship between industrial and furnishing design and the manufacturing industry, and the technical considerations that influence the choice of materials and processes for both small and mass production. The concept of environmentally green design will be introduced and integrated into design projects. This course includes Fab Lab studio hours. Prerequisites: Introduction to Industrial Design or equivalent.

IDIDLR365

Luxury Residential Interior Design

3 semester credits. This interior design course teaches how to shape and influence luxury residential spaces with a focus on the Tuscan countryside. Students learn how to create, design, and organize innovative residential solutions using various sophisticated and high quality materials, finishings, and construction methods. Students develop their skills in design theory, communication systems, and graphic design. This class includes experiential learning with CEMI. Prerequisites: Introduction to Interior Design or equivalent.

IDIDAD450

Internship: Architecture Studio and Interior Design Assistant

3 semester credits. The internship course allows the student from architecture and interior design backgrounds to gain first-hand experience of professional design contexts. Internship students will practice their creative skills with studio teams or individual professionals. Tasks may include initial observations of the professional environment, working on design samples, drafting by hand or digitally, practice AutoCAD layouts and rendering, and assisting the organization with logistical duties. Student involvement will not involve solo project development but require collaborative engagement within the organization's ongoing projects according to the student's skill and competency levels. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research or design-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Project research, design sampling for layouts and renderings, logistics assistance for organizational processes, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Remote option students will need their own access to layout/rendering software. Prerequisites: An A2 level of Italian language. Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

DEPARTMENT of Product Design

The Department of Product Design is structured to provide an overview of both design skills and specialized approaches in more specific product sectors.

IDPDPD210

Introduction to Product Design

3 semester credits. This introductory course to product design guides students through the exploration of the different stages involved in the design process. Case-study analysis enhances instruction as students explore parallel paths in the design of interiors, industrial and consumer products, public art projects and fashion. With carefully selected examples and practical exercises, students explore contemporary design practice within production processes. Students become familiar with concepts and terminology relevant to product design. Namely, production volumes, speed of production, costs of production, relevant materials and typical applications. The innovative use of a particular material, sustainability and its effect on the environment is also assessed. As an integral part of the course, students are required to develop a meaningful design challenge and –in the end– deliver a great design. Within such a process, students address the historical context of their designs as they practice critical thinking, research, problem solving, and aesthetic refinement. Projects require sketches, models, written reports and verbal presentations of design concepts.

IDPDPF285

Introduction to 3D Printing and Fabrication

3 semester credits. 3D printing is often referred to as the “next industrial revolution.” While the idea of printing your own consumer goods on-demand is certainly exciting, there are many questions that relate to this technology: ownership & copyright, accessibility, technical issues, cost. This course will evaluate this technology from the perspectives of students with varied backgrounds. Students will be introduced to 2D and 3D modelling and printing processes. This course includes Fab Lab studio hours.

IDPDRD300

Prototyping and Research in Design

3 semester credits. Prototyping is one of the most important tools of design research. This course is aimed at two different audiences. Firstly, design students who want to learn to build simple interactive prototypes to illustrate and study their ideas. Secondly, research-oriented students, who want to develop skills needed in design research, as well as the ability to illustrate their ideas with simple interactive prototypes, and an ability to develop those ideas through user-centered methods. In this course, students will learn how to design and prototype user interfaces to address the users and tasks identified in research. Through a series of lectures and exercises, students will learn and practice analog and 3D digital fabrication prototyping techniques; they will learn and apply design principles, how to write a design rationale, and how to design for specific situations including principles and practices of accessible design. This course includes Fab Lab studio hours. This course includes Fab Lab studio hours.

IDPDDT300

Design Thinking

3 semester credits. Design thinking refers to creative strategies designers use during the process of designing. Focused on listening, user empathy, whole-brain thinking, collaboration, and experimentation, design thinking can be applied within any team and in any field –from architecture and design to healthcare and product development. This course applies design thinking methodology to everyday problems and provides students with the tools they need to become innovative thinkers. Envisioned as a collaborative lab, this course fosters the integration of research, problem-forming and problem-solving, aesthetics, technology, prototyping, and publishing, with a strong focus on user’s needs. Several tools to help students understand design thinking as a problem-solving approach are introduced throughout the course. Case-studies from different organizations that used design thinking to uncover compelling solutions are used to support instruction. This course delves into the fundamentals of this creative approach by immersing students in dynamic discussions, relevant readings, and team exercises. Throughout the course, students learn how to empathize with the needs and motivations of the end users, discover new ideas for solving a problem and how to apply strategies and methodologies drawn from a wider range of creative design practices.

IDPDPL300

Product Packaging and Labeling

3 semester credits. This course is designed to give students a comprehensive overview of the techniques used to enhance packaging strategies. The course content includes: history and principles of packaging and labeling, functions of packaging, trends in packaging, planning and designing product packaging. The application of semiotics in the commercial world and in the area of packaging design as a way to communicate a brand’s value and personality will also be discussed. Renowned Italian and international product packaging case studies will be examined. Students will work on individual projects and will create their own packaging solutions for a selected product or brand. Prerequisites: Introduction to Computer Graphics, Visual Communication, or equivalent.

IDPDPF315

3D Printing and Fabrication

3 semester credits. In this advanced 3D and Fabrication course, students will discover the parameters and the potential of 3D printing through building a design project. The course will allow students to master the fundamentals of additive and subtractive operations and to gain a thorough knowledge of rapid prototyping principles and machine structures, manufacture planning, and the manual aspects of programming and editing. Investigation of materials, prototyping and testing, physical mock-ups, and the application of new fabrication processes are an integral part of the course. This course includes Fab Lab studio hours. Prerequisites: Introduction to 3D Printing and Fabrication or equivalent.

IDPDPD315

Product Design

3 semester credits. With the advance of technological innovation and the increased availability of products, it has become easier to notice when bad product design happens. But what makes a design good or bad? This advanced course in product design allows students to answer such a question by exploring this still-evolving discipline from a number of perspectives. The course objective is for students to demonstrate the knowledge and skills needed to work professionally as a product designer. Students are invited to independently explore the problem area, define relevant design problems and plan the further design work. During the course, students build on previously acquired knowledge relative to the design process and apply their skills by undertaking real-world product design problem-solving projects. As part of the course assessment, students are expected to account for the design process, argue for relevant facts, social context and a user focus to justify the methods, techniques and tools used to perform, explain and visualize the process and the result. This class includes Fab Lab studio hours and experiential learning with CEMI. Prerequisites: Introduction to Product Design or equivalent.

IDPDPD320

Product Design Experiential Learning

6 semester credits. With the advance of technological innovation and the increased availability of products, it has become easier to notice when bad product design happens. But what makes a design good or bad? This advanced course in product design allows students to answer such a question by exploring this still-evolving discipline from a number of perspectives. The course objective is for students to demonstrate the knowledge and skills needed to work professionally as a product designer. Students are invited to independently explore the problem area, define relevant design problems and plan the further design work. During the course, students build on previously acquired knowledge relative to the design process and apply their skills by undertaking real-world product design problem-solving projects. As part of the course assessment, students are expected to account for the design process, argue for relevant facts, social context and a user focus to justify the methods, techniques and tools used to perform, explain and visualize the process and the result. This course includes Fab Lab studio hours. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Introduction to Product Design or equivalent.

IDPDSB326

Strategic Luxury Brand Management

3 semester credits. The course analyzes the organization of activities related to the introduction, promotion, and optimization of luxury brands that distinguish themselves from competitors. Examined issues will cover brand equity, business and marketing strategies, conducting market and consumer satisfaction surveys, product development, optimizing management of existing products, brand expansion, and optimizing the marketing mix. Prerequisites: Introduction to Brand Management or equivalent.

IDPDDF350

Special Project: Experiential Learning in Digital Fabrication

3 semester credits. This is a special project course with a focus on digital fabrication techniques and processes. Students will be involved in 2D and 3D printing projects produced through the use of design software, prototyping, and machine operations in a Fab Lab setting. Projects will reflect varying technologies, design approaches, and product categories. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends, or ongoing research and design-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model

allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Visual and materials research, design processes for 2 and 3D printing projects, analysis of fabrication products, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Remote option students will need their own access to Adobe software. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, intermediate knowledge Adobe Illustrator or CAD.

DEPARTMENT of Sustainable Architecture and Design

The Department of Sustainable Architecture and Design offers courses related to design principles according to economic, social, and ecological sustainability and their represented values. Course topics focus on a broad awareness of the world and its spaces, resources, and inhabitants.

IDSADN310

Design by Nature I

3 semester credits. This course examines the aim of environmental design to connect technology to human needs in terms of biological and psychological perspectives. Topics introduce students to the fundamentals of product design practices through lessons on how to meet human criteria while considering sustainable principles. Students learn how to use nature as the inspiration for generating new ideas regarding product features, optimize design strategies, and understand the strategic role of product design in manufacturing. Coursework and projects will engage students in traditional and digital media methods as well as communications-focused activities. This class includes experiential learning with CEMI.

IDSAPS330

Project for Sustainable Interior Design I

3 semester credits. This is an introductory course on the planning and furnishing of interiors. Students will be introduced to the basic vocabulary, skills /techniques, practices and context of interior design through the vehicle of a series of small abstract projects. The course introduces students to basic interior design principles, theory and conceptual processes. The emphasis is on creating small-scale environments based on the interaction of the individual with the environment. Human scale, movement, circulation and fundamental form making will be explored. Site trips are an integral part of the course curriculum. This class includes experiential learning with CEMI.

IDSAPS335

Project for Sustainable Interior Design I Experiential Learning

6 semester credits. This is an introductory course on the planning and furnishing of interiors. Students will be introduced to the basic vocabulary, skills /techniques, practices and context of interior design through the vehicle of a series of small abstract projects. The course introduces students to basic interior design principles, theory and conceptual processes. The emphasis is on creating small-scale environments based on the interaction of the individual with the environment. Human scale, movement, circulation and fundamental form making will be explored. Site trips are an integral part of the course curriculum. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

IDSADN380

Design by Nature II

3 semester credits. The second level of design by nature further challenges the notions and concepts related to uniting human needs, the environment, and design principles. Students gain the competency and strategies to develop new ideas and cultivate the tools utilized in the field of design with a focus on those that are directly applicable to sustainable product design. Relevant

eco-design and sustainability strategies such as alternative materials and technologies are investigated and applied through specific assessments. This class includes experiential learning with CEMI. Prerequisites: Design by Nature I or equivalent.

IDSAPS390

Project for Sustainable Interior Design II

3 semester credits. This advanced-level course provides students with the tools required by interior design planning in accordance with sustainability principles. Starting from previously covered topics and the study of significant contemporary designers, students will analyze new sustainable materials and the techniques of reuse and renovation for non-residential large-scale interior design projects involving structures such as a former industrial building and community-based projects. During the project definition phase, students will experiment with the architectural and design approaches to waste reduction, reuse of space, and material recycling. Through critical thinking, students will acquire competency and knowledge of high-performance sustainable materials from a sustainable perspective. This class includes experiential learning with CEMI. Prerequisites: Project for Sustainable Interior Design I or equivalent.

IDSAPS395

Project for Sustainable Interior Design II Experiential Learning

6 semester credits. This advanced-level course provides students with the tools required by interior design planning in accordance with sustainability principles. Starting from previously covered topics and the study of significant contemporary designers, students will analyze new sustainable materials and the techniques of reuse and renovation for non-residential large-scale interior design projects involving structures such as a former industrial building and community-based projects. During the project definition phase, students will experiment with the architectural and design approaches to waste reduction, reuse of space, and material recycling. Through critical thinking, students will acquire competency and knowledge of high-performance sustainable materials from a sustainable perspective. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Project for Sustainable Interior Design I.

International School of Business

ISB, the International School of Business at FUA-AUF, offers a wide range of courses that blend theory with practice and constantly connect lectures to real-world situations and contexts. The curriculum seeks to explore local and global demands and changing financial landscapes. Business topics are characterized by an international perspective and partnerships with organizations representing the local economy of Florence and Tuscany. ISB courses (BU) are subdivided into the following schools and their respective departments:

Accounting and Finance (AF)
Arts, Entertainment, and Media (AM)
Decision Sciences (DS)
Economics (EC)
Entrepreneurship Resources (ER)
Management (MA)
Marketing (MK)
Real Estate (RE)

Vision

To offer academic programs to develop students' entrepreneurial capacities by challenging their mindsets, attitudes, belief systems, self-efficacy, emotions, and personal values as much as their technical knowledge and skills.
To develop entrepreneurial teaching and learning practices to build skills that can be applied in the real world.
To use interdisciplinary approaches to bring diverse forms of knowledge and perspectives to the learning process.
To engage external stakeholders in the design and delivery of entrepreneurial activities.

Mission

To promote the knowledge of global economic and strategic challenges by means of a multicultural educational based on international and local models while grounded in the reality of a fast-paced world.
To develop the ability to understand organizational choices and to improve corporate performance.
To stimulate capacities to implement change through effective leadership and communication insight.
To promote sustainability and support responsible business practices through critical thinking, technology, and innovation.
To offer connections between strictly economic subjects and modes of thought drawn from diverse disciplines such as sociology, history, and philosophy.
To promote autonomy, creativity, responsibility, empathy, ability to reflect and solve problems, and teamwork.

Values

ISB is committed to:
The quest for innovation and excellence in teaching and learning in order to develop and apply new forms of valuable knowledge.
Guarantee a unique student experience where everyone is equal, supported, and encouraged to fulfill their potential.
Inspire and lead the local and global community's cultural, intellectual, economic, and social life.

ISB IN THE COMMUNITY - CEMI

The School hosts EntrepreLearn Lab and Pomario, the CEMI affiliated with ISB. The EntrepreLearn Lab represents a dynamic hub and coworking space where FUA-AUF faculty and students interact with the local business community for projects related to startup ventures and entrepreneurship. Pomario is a botanical retail store where green practices, horticulture, and business sustainability come together in a single space.

FACULTY HIGHLIGHTS

ISB faculty represent highly qualified academic figures with a sound experience in related professional fields. The faculty members support students for advising, cross-curricular teaching tool, innovative teaching practices (which include traditional lectures, case studies, consulting projects, site visits, and business simulations), and a constant connection to the local economy. ISB faculty work closely with FUA-AUF departments related to hospitality and fashion to provide stimulating models of economic and financial study for business students.

PROGRAMS OF STUDY

- Study abroad programs, short and long-term (see brochure)

SCHOOL OF INTERNATIONAL SCHOOL OF BUSINESS (BU)

DEPARTMENT of Accounting and Finance

The Department of Accounting and Finance offers foundation and core courses in the areas of accounting, finance, and banking.

BUAFAC200

Principles of Accounting

3 semester credits. The course covers the fundamentals of accounting theory and practice and is designed for the non-accounting and finance students. Topics cover accounting terminology, revenue expenses, net income, the accounting equation, debits, credits, balancing the accounting formula, the account structure, and ledgers. Emphasis is given to the use of basic financial accounting concepts to make well-informed business decisions.

BUAFBA260

Introduction to Banking

3 semester credits. This course provides an introduction to the main principles of banking activities as well as fundamentals of financial institutions. Students will gain an understanding of the structure of the banking industry. Theoretical issues related to the modern banking business will be analyzed alongside the management of liquidity and capital. Other topics include the understanding of the bank balance sheet and the role of the central bank, banking systems in different countries, and the corporate governance and organizational arrangements in banking. The course will address the importance of ethics in the sector and the importance of a professional and effective management. As the differences in managing and structuring bank activities throughout the world are considered, the EU banking system and organization will be especially examined and analyzed.

BUAFCF300

Corporate Finance

3 semester credits. This course provides an introduction to the theory, methods, and challenges of corporate finance. The main focus is on financing decisions and investment. The following topics are addressed: risk and return, asset markets and market efficiency, valuation, capital structure, capital budgeting, dividend policy, and derivative securities. Some consideration will also be given to financial management issues that multinational firms face, with an emphasis on the effects of currency denomination on financial decisions.

BUAFIB320

International Banking

3 semester credits. The course focuses on international financial institutions and banking activities. Topics include credit and market risk management, country risk assessment, bank exposure to liquidity, international debt crises and regulations, VAR analysis, RAROC, and international rules for bank capital. Case studies are used frequently as a teaching tool to present real-life banking experiences in the classroom. Prerequisites: Corporate Finance or equivalent.

BUAFAB450

Internship: Accounting and Business

3 semester credits. Through this internship course, the student will be exposed to a commercial business environment or accounting office. The type of business will depend on seasonality and resume evaluation. The student will be able to follow the daily operations of the business establishment and participate in the organization's activities according to his or her skills and competencies. The type of tasks may concern communication with international clients and project development. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Analysis of day by day operations,

communication with international clients or research for new partnerships, project development based on business trends, market research, client and data analysis, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: B2 level of Italian language. Successful completion of Introduction to Accounting or equivalent required. Cover letter, CV, and material pertinent to the chosen area, interview.

BUAFFS620

Operational and Financial Strategies

3 semester credits. The course is designed to help students to "think strategically" and to evaluate results from the perspective of an organization operating in an increasingly diverse and competitive environment. Students will explore and acquire financial tools and competencies for budgetary planning and analysis. The course will provide a basic understanding of financial strategies and their related risks, analysis of financial information, and budgeting. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Organizational Management and International Hospitality

DEPARTMENT of Arts, Entertainment, and Media

The Department of Arts, Entertainment, and Media offers courses to aid students in developing an understanding of key issues relevant in the professional environments of news, the arts, and entertainment.

BUAMMA210

Introduction to Arts Management

3 semester credits. This course examines the managerial role in the arts and the related competency required to bring artistic and cultural programs such as exhibitions, festivals, film screenings, and performing arts events to audiences. Course topics cover the business side of the arts, providing students with an overview of the careers in arts management and the current issues and trends affecting professionals in the field. Topics covered include the evolution of the field, the internal culture and structure, external influences, governance, planning, human resources, marketing, fundraising, financial management, economic impact, and other topics such as non-profit organizations in the arts. Students will be introduced to a wide range of organizations, administrative figures, and institutional models through coursework that also includes site visits and guest lectures.

BUAMEM230

Entertainment and Media Management

3 semester credits. The industry of media and entertainment is growing at an extremely fast and exciting rate. This rapidly growing sector offers interesting and up-to-date resources for several studies and insights in order to analyze the best approaches for those intending to invest in the sector and make a successful business out of it. Corporate strategies in the industry will be studied including marketing and brand building as key business topics. Students will analyze and understand the industry dynamics within the entertainment world. The various media channels will be studied, from the more traditional (Radio, Print, Television) to the internet with emphasis on how digital communication has revolutionized the media sectors. Techniques and strategies used in the production, distribution, and monetization of media will help students understand the dynamics of the entertainment and media world from a business point of view. Recent trends in the sector and the evolution that has taken place as a result, will complete the course.

BUAMEA310

The Economics of Art

3 semester credits. The course presents an overview of the economic aspects of art and culture. The international art market will be analyzed from the economist's point of view of the supply and demand of rare commodities. Other topics include economic models of non-profit cultural organizations, competition and market structure in the arts, public support for the arts, and the role and impact of public and private subsidies. Emphasis will be placed on Europe, with special focus on Italy. Additional international markets will be referred to for comparative purposes. Prerequisites: Introductory Economics course or equivalent highly recommended.

BUAMMA315

Marketing Strategies for the Arts

3 semester credits. The course provides an understanding of how to market for visual and performing arts organizations and culminates in the creation of a strategic marketing plan. The course starts with an overview of various arts and cultural models. Topics include marketing theory and applications for cultural organizations, strategic marketing for creative industries, marketing an experience, niche marketing, audience development (targeting, segmentation, etc.), audience engagement, market research, pricing strategies, fundraising, public relations strategies, and integrated marketing communications such as advertising, social media, and promotional strategies.

BUAMMG350

Arts and Museum Management

3 semester credits. Through this course, students will come to see museums and galleries not as mere repositories for objects but as dynamic spaces that favor a deeper understanding of the past. After a brief introduction to the social, cultural, and political history of museums, this course will offer an overview of the contemporary theory and practice of museum operations. It will also emphasize the interdisciplinary study of exhibition spaces, and the challenge that museum and gallery managers face in the age of digitalization. Topics covered will include the organizational structure and roles of museum departments, operational issues, budget, leadership and strategic planning, legal and ethical issues, studies on museum audiences, and professional development. Visits to museums, galleries, and cultural non-profit organizations in Florence will provide students with a direct experience of museum management and professional practices. A selection of international museums will be included in the overview to emphasize the differences and similarities with the Italian approach. Prerequisites: Introduction to Management or equivalent.

DEPARTMENT of Decision Sciences

The Department of Decision Sciences offers courses designed to understand and utilize quantitative methods used in decision-making in business-related fields.

BUDSSB250

Statistics for Business

3 semester credits. The course introduces students to basic statistical concepts used in business research, analysis, and decision-making. Topics include descriptive statistics, probability, probability distribution, and estimation. The course also covers an introduction to statistical data analysis computer software.

BUDSDS300

Topics in Decision Science

3 semester credits. The course is designed for non-accounting or finance majors. It addresses both the traditional and the modern analytical processes and theories of business decision-making. Topics include problems inherent to the decision-making process, negotiation as a useful means, and multi-criteria decision analysis. The focus of the course will be on decision support systems such as computer-based solution tools, effective spreadsheet design and use, databases, and expert systems. Decision-making theories address alternatives, criteria, loss functions, and risks.

BUDSSM310

Simulation Models in Decision-Making

3 semester credits. The course is an introduction to simulation models for business decision-making purposes. Emphasis will be on building and analyzing models for a variety of applications, including manufacturing and service systems. Coursework involves both theory-based lectures and discussions as well as practical application through computer-based exercises.

Prerequisites: Topics in Decision Science or equivalent.

BUDSSN400

Strategic Negotiation

3 semester credits. This course explores the major concepts and theories of the psychology of bargaining and negotiation, and the dynamics of interpersonal and inter-group conflict and its resolution. Students will familiarize with negotiation strategies and planning, as well as with ethics in negotiation. This course will also focus on international and cross-cultural negotiation strategies.

DEPARTMENT of Economics

The Department of Economics offers courses related to global economy and development. Coursework addresses key issues such as sustainability, civic responsibility, and comparative analysis.

BUECEC250

Introduction to Economics

3 semester credits. This course is designed as an introduction to the study of economics. Students develop an understanding of economic institutions, history, and principles. Topics include basic tools of microeconomics and macroeconomics. Microeconomics deals with consumers, firms, markets, and income distribution. Macroeconomics deals with national income, employment, inflation, and money. Models that determine long-term growth and short-term fluctuations in national economies will be explored. Additional discussion will focus on the role of government regulation, monetary policy, and fiscal policy. Also, students will analyze major economic institutions, such as property rights, markets, business organizations, labor unions, money and banking, trade, and taxation.

BUECME280

Microeconomics

3 semester credits. This course investigates the economic forces behind pricing and production decisions, wages, labor market structure, and distribution of income. Emphasis will be given to the contemporary economic institutions of EU countries (in comparison with those of North America and other international countries) and the application of microeconomic theories to current economic problems.

BUECMA300

Macroeconomics

3 semester credits. The course presents an analysis of contemporary economic institutions and the application of macroeconomic theories to current economic problems. Emphasis will be placed on European Union countries (with comparative reference to North America and other international countries). The course will provide a broad yet detailed overview of economic theories for determining national income, governmental monetary and fiscal policy, the role of money and the banking system, international trade, and the determination of foreign exchange rates.

BUECEA310

The Economics of Art

3 semester credits. The course presents an overview of the economic aspects of art and culture. The international art market will be analyzed from the economist's point of view of the supply and demand of rare commodities. Other topics include economic models of non-profit cultural organizations, competition and market structure in the arts, public support for the arts, and the role and impact of public and private subsidies. Emphasis will be placed on Europe, with special focus on Italy. Additional international markets will be referred to for comparative purposes. Prerequisites: Introductory Economics course or equivalent highly recommended.

BUECGE350

Global Economy: History and Evolution

3 semester credits. The course on the history of global economy is divided into two sections. The first will provide an overview of the evolution of global economy over the last five centuries. Topics will discuss the emergence of the New World Economy and will examine the integration of product, labor, and capital markets. The second part of the course will employ micro and macroeconomic analysis tools to examine the catalysts and obstacles of market integration, and the impact of globalization on the economy and welfare of nations. Other topics include the role of international institutions such as the IMF and the WTO, the impact of changing economic environments on competitive strategy, the emerging trade blocs (European Union, NAFTA), the fluctuation of exchange rates, and the emergence of new markets. Prerequisites: Microeconomics and Macroeconomics, or equivalent.

BUECCE360

Comparative Economic Systems

3 semester credits. While traditional courses on comparative economics focus on capitalist, socialist, and developing economies, this course will focus on three models: the Anglo-Saxon (Britain and the United States), European (continental) and Asian (China, India and Japan) markets. While all of these models are market economies, they differ greatly due to diverse economic,

historical, cultural, and political factors. Topics will also focus on the shifting roles of world players as older economies face the tiger economies of Asia. A strong knowledge of currently international affairs is highly recommended. Prerequisites: Micro and Macroeconomics.

DEPARTMENT of Entrepreneurship Resources

The Department of Entrepreneurship offers innovative courses that study entrepreneurial strategies for new business projects and ideas. Course content addresses sustainability, family businesses, major Italian enterprises, and entrepreneurial development.

BUERBS280

Introduction to Business Strategies

3 semester credits. This course is an introduction to the concept of business strategy in both internal and international contexts. Covered topics include economic and market analysis, market entry, contracting with intermediaries, investment, strategic alliances, and internal organization of businesses. Students will be expected to simulate individual strategies based on case studies.

BUERFB280

Greenmapping Family-Run Businesses in Italy

3 semester credits. This unique course offers a dynamic opportunity to create a green map of the family-run enterprises on the Italian landscape. Green mapping, a geographic concept used as a social tool to raise awareness of particular issues, will enable students not only to analyze family initiatives and entrepreneurial strategies (whether on a small or large level and applied by single craftsmen or industries) but also to track similarities, divergences, and developments highlighted on a larger scale by geographical coordinates.

BUEREV300

Startup Ventures and Entrepreneurship

3 semester credits. One week of on-site field learning and lab activities before session start: Locations include Florence and surroundings for an integrated experience of local businesses and the FUA campus and EntrepreLearn Lab. Held in collaboration with Confindustria Firenze, the principle association representing business and manufacturing industries in the Province of Florence. This course is a unique exploration of startup ventures and entrepreneurship from an Italian perspective. Topics introduce the factors involved in initiating new entrepreneurial ventures that have the enduring power to become a successful company. Essential building blocks to be examined are market analysis and strategy, innovation and management, product development, operations, financial frameworks, and competitor analysis. Case studies are drawn from the Italian economy with a local focus on Florentine and Tuscan companies from the perspective of Innovation, Tradition, and Evolution, in order to understand how enterprises in Italy are generating new ventures. The teaching method is a combined approach of lectures, visits, and laboratory activities enhanced by the active participation of involved companies. Coursework and projects will be supported by the EntrepreLearn Lab of FUA's International School of Business, which also features workshops, activities, and networking events. The overall aim of advancing entrepreneurial knowledge through an academically grounded approach and interaction with the local economy is to prepare students for transforming ideas and projects into concrete and viable startup projects from an international perspective. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

BUEREM305

Entrepreneurial Marketing

3 semester credits. The primary purpose of this course is to provide marketers with an in-depth understanding of product development practices including innovation, product strategy and processes, customer needs, identification, idea generation, concept development and optimization, forecasting, and launch. The course will analyze the marketing development strategies of new entrepreneurial companies with low budgets and little or no brand development. An important component of the

coursework features hands-on approaches to real-life business problems that require application of topics learned in the classroom. Students will be introduced to highly creative and effective experiential forms of learning ranging from case studies to business plans, entrepreneurs in the classroom, conducting entrepreneurial audits, working with concepts of marketing inventions, and consulting projects. Furthermore, students will be part of a dedicated lab team of cross-disciplinary learners led by faculty and advisers, and will collaborate with executives and representatives from real companies on comprehensive business issues. Coursework includes site visits to local companies and special guest lectures from local prominent entrepreneurs.

BUERFB310

The Art of the Italian Family Business

3 semester credits. Family enterprises have always been central to the social and economic fabric of Italy. Some of the world's oldest family companies are Italian and the city of Florence represents a very important starting point. The course will explore the evolution, characteristics, and significance of Italian family firms and also analyze the changes and trends in Italian family businesses over the centuries, how a 2,000-year-old system is reacting to an age of increasing European unity and integration, mass immigration to Italy, and globalization and competition with China and India. The first part of the course will provide an overview of the history of family-owned firms from the Roman empire to the present day and their role in the social, political, and economic life of Italy. The second part will consider case studies in different sectors: wine and food, fashion, the automobile industry and the hospitality sector. Site visits to family enterprises in and around Florence are an integral part of the course.

BUEREM310

Entrepreneurial Marketing Experiential Learning

6 semester credits. The primary purpose of this course is to provide marketers with an in-depth understanding of product development practices including innovation, product strategy and processes, customer needs, identification, idea generation, concept development and optimization, forecasting, and launch. The course will analyze the marketing development strategies of new entrepreneurial companies with low budgets and little or no brand development. An important component of the coursework features hands-on approaches to real-life business problems that require application of topics learned in the classroom. Students will be introduced to highly creative and effective experiential forms of learning ranging from case studies to business plans, entrepreneurs in the classroom, conducting entrepreneurial audits, working with concepts of marketing inventions, and consulting projects. Furthermore, students will be part of a dedicated lab team of cross-disciplinary learners led by faculty and advisers, and will collaborate with executives and representatives from real companies on comprehensive business issues. Coursework includes site visits to local companies and special guest lectures from local prominent entrepreneurs. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

BUEREV320

Startup Ventures and Entrepreneurship

3 semester credits. This course is a unique exploration of startup ventures and entrepreneurship from an Italian perspective. Topics introduce the factors involved in initiating new entrepreneurial ventures that have the enduring power to become a successful company. Essential building blocks to be examined are market analysis and strategy, innovation and management, product development, operations, financial frameworks, and competitor analysis. Case studies are drawn from the Italian economy with a local focus on Florentine and Tuscan companies from the perspective of Innovation, Tradition, and Evolution, in order to understand how enterprises in Italy are generating new ventures. The teaching method is a combined approach of lectures, visits, and laboratory activities enhanced by the active participation of involved companies. Coursework and projects will be supported by the EntrepreLearn Lab of FUA's International School of Business, which also features workshops, activities, and networking events. The overall aim of advancing entrepreneurial knowledge through an academically grounded approach and interaction with the local economy is to prepare students for transforming ideas and projects into concrete and viable startup projects from an international perspective.

BUERIE340

Italian Entrepreneurs

3 semester credits. Italy is home to several entrepreneurial empires recognized globally for distinctive branding of products and successful strategies of expansion. From the Agnelli family (founders and owners of Fiat) to Berlusconi's media monopoly, this course will focus on extraordinary case studies of modern entrepreneurs that influenced and continue to impact the Italian economy in the present day. Particular emphasis will be placed on Leonardo Del Vecchio (CEO Luxottica), Renzo Rosso (CEO of Diesel), and Enzo Ferrari.

BUEREN350

Special Project: Experiential Learning in Entrepreneurship

3 semester credits. This placement offers students an opportunity to expand their knowledge of business ventures and entrepreneurship through a set of activities within the EntrepreLearn and Pomario creative learning labs as well as local community affiliations. This CEMI affiliated with FUA's International School of Business (ISB) is dedicated to business and entrepreneurial operations with a specific aim of fostering new ideas and inventions for startup companies. Responsibilities range from research on business opportunities to the development of strategies for other community engagement systems at FUA. Students will assist the ISB division with researching and selecting startup companies within the local territory for institutional collaboration. Furthermore, they will develop entrepreneurial and innovative strategies to increase awareness of non-profit cultural activities. Collaboration with startup ventures and Italian entrepreneurs will be an integral part of the placement. Students will provide data collection, qualitative and quantitative analysis, as well as specific planning development shared between ISB and the local industrial association of the province of Florence Confindustria (confindustriafirenze.it). Special projects are assigned depending on the area of skills and interest. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends, or research activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Startup and business venture research, evaluation of business opportunities, selection of startup companies within the local territory for institutional collaboration, market analysis and consumer trend update, final portfolio. Additional materials/Dress code: Business casual attire, business attire for formal meetings and external site visits. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

BUEREV370

Startup Ventures and Entrepreneurship

6 semester credits. One week of on-site field learning and lab activities before session start: Locations include Florence and surroundings for an integrated experience of local businesses and the FUA campus and EntrepreLearn Lab. Held in collaboration with Confindustria Firenze, the principle association representing business and manufacturing industries in the Province of Florence. Upon completion of the field learning week, the course continues as a regular academic session in Florence. This course is a unique exploration of startup ventures and entrepreneurship from an Italian perspective. Topics introduce the factors involved in initiating new entrepreneurial ventures that have the enduring power to become a successful company. Essential building blocks to be examined are market analysis and strategy, innovation and management, product development, operations, financial frameworks, and competitor analysis. Case studies are drawn from the Italian economy with a local focus on Florentine and Tuscan companies from the perspective of Innovation, Tradition, and Evolution, in order to understand how enterprises in Italy are generating new ventures. The teaching method is a combined approach of lectures, visits, and laboratory activities enhanced by the active participation of involved companies. Coursework and projects will be supported by the EntrepreLearn Lab of FUA's International School of Business, which also features workshops, activities, and networking events. The overall aim of advancing entrepreneurial knowledge through an academically grounded approach and interaction with the local economy is to prepare students for transforming ideas and projects into concrete and viable startup projects from an international perspective. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning.

projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

BUERFU450

Internship: Fundraising

3 semester credits. This internship course exposes students to the world of non-profit fundraising. Fundraising strategies are employed by charitable and non-profit institutions to raise financial support for projects and initiatives, and represent an essential feature of non-profit organization and operations. Students will become familiarized with philanthropic activity, donor relations, and strategies. Through the sponsoring organization, students will gain a meaningful experience in fundraising practices in areas such as development, promotion, and communications. This placement may require shifts that take place on weekends and holidays or ongoing research-based activities for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Creation and development of fundraising projects, specific and relevant market research, client and audience analysis, data collection, exercises and practices focused on promotion and communication in the non-profit sector, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

DEPARTMENT of Management

The Department of Management is designed to offer courses with an integrated perspective of issues relevant to business planning, international management strategies, management within organizations and personnel, and leadership.

BUMAIM250

Introduction to Management

3 semester credits. This introductory course provides an overview of management functions and managerial problem-solving strategies. Students will be instructed in the areas such as the qualities of successful managers, elements of strategic decision-making at various levels of an organization, global business issues, goal-setting processes, and basic business controls. This course also teaches the fundamental principles of management built on human relations in order to manage and lead people effectively, resolve conflicts, and build productive teams.

BUMAEF280

Sport Event and Facility Management

3 semester credits. This course provides the opportunity to understand and appreciate the facility operations and event management in the sport industry. Course topics will focus on various aspects of business, legal, and operational practices in the sports field. The class will feature lecture hours as well as real-life practice through the development of both facility management and sports events projects. Students will be engaged within the community and will be able to learn-by-doing, applying business theories and frameworks to the projects development. Coursework will enhance the students' perspective and awareness of business issues from both a technical and a cultural point of view.

BUMAEF285

Sport Event and Facility Management Experiential Learning

6 semester credits. This course provides the opportunity to understand and appreciate the facility operations and event management in the sport industry. Course topics will focus on various aspects of business, legal, and operational practices in the

sports field. The class will feature lecture hours as well as real-life practice through the development of both facility management and sports events projects. Students will be engaged within the community and will be able to learn-by-doing, applying business theories and frameworks to the projects development. Coursework will enhance the students' perspective and awareness of business issues from both a technical and a cultural point of view. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

BUMASM300

Sales Management

3 semester credits. This course focuses on the formulation, implementation, and evaluation of sales execution. Topics range from developing a market strategy to choosing a sales methodology, establishing a successful sales culture, developing and implementing a talent management system, offering rewards to support the sales force, and evaluating success via the metrics system. The course engages students in the current issues of sales management. Students examine case studies of leading sales organizations and develop their own sales execution plan in teams throughout the term.

BUMAIM310

International Management

3 semester credits. This course is designed for students interested in international business ventures and partnerships. Management, leadership, human resource management, organizational skills, and strategies will all be analyzed from a cross-cultural business perspective. A major focus is on strategies adapting managerial skills across cultures. Guest lecturers and on-site visits to international business ventures are an integral part of the course. Prerequisites: Introduction to Management or equivalent.

BUMABM310

Brand Management

3 semester credits. Brand management is a fundamental element of competitive strategy. This course is intended for those interested in learning how brands are managed as some of the most valuable assets by companies. Students will discover how brand names are associated with their products and services. Strong brands can influence purchase decisions by communicating the value of and providing differentiation for products and services. Effective brand management is critical to maintaining the long-term profitability of products and services. This course is therefore designed to develop an understanding of the importance of brand equity as well as how to build, measure, and manage a brand. Topics will include understanding brands from the customers' perspective; building, measuring, and leveraging brand equity; and managing brand portfolios over time. Prerequisites: Introduction to Management or equivalent.

BUMABP315

Business Planning and Development

3 semester credits. This course emphasizes strategic planning and implementation across a broad spectrum of business contexts. It focuses on the managerial, multi-business, multi-industry, multicultural, and multinational complexities of achieving and sustaining competitive advantage. The course integrates content from foundational courses such as economics, human resource management, marketing, supply chain/operations management, accounting, and finance with the development of analytical, communication, and teamwork skills. The goal of the course is to have students demonstrate their capacity to develop and execute organizational strategies in real-life or simulated business situations. Prerequisites: Introduction to Management or equivalent.

BUMAIS320

Information Systems Management

3 semester credits. This course addresses the study of people, technology, organizations, and the relationships between them. The focus of the course is to determine strategies for improving efficiency and effectiveness in the organizational decision-making

processes. The course will provide students with case scenario analyses, which will be grounded on both academic theories and best practices from an international standpoint.

BUMANP325

New Product Development and Management

3 semester credits. The course provides the tools and strategies required for the development and marketing of new products. Topics include conducting market researches for product launches, practices for differentiating specific products from the competition, incorporating innovative processes for cutting-edge results, capturing a market position for new products, marketing plans, forecasting sales and customer satisfaction, and delivering new products to the market.

BUMASB326

Strategic Luxury Brand Management

3 semester credits. The course analyzes the organization of activities related to the introduction, promotion, and optimization of luxury brands that distinguish themselves from competitors. Examined issues will cover brand equity, business and marketing strategies, conducting market and consumer satisfaction surveys, product development, optimizing management of existing products, brand expansion, and optimizing the marketing mix. Prerequisites: Introduction to Brand Management or equivalent.

BUMACB335

Consumer Behavior

3 semester credits. The course examines the practical and theoretic elements that drive consumer behavior. Topics including Managerial strategies and marketing research used to influence consumers studied alongside the psychological factors of perception, decision making, persuasion, and socio-cultural and cognitive perceptions and influences will give students an in-depth understanding of consumer tendencies and how they shape the market. Prerequisites: Introduction to Marketing or equivalent.

BUMAHR350

Human Resource Management

3 semester credits. The purpose of this course is to provide an overview of human resources management, with particular emphasis on human resource planning and strategy, personnel selection, equal employment opportunity, training, performance appraisal, compensation, and other current issues. The course has been developed for individuals whose job requires managing employees in a global environment according to HR standards and practices. Topics covered include human resource planning, job analysis, recruitment, personnel selection, performance, employee turnover, the importance of HR in an industry like the hospitality sector, ethics and practices within personnel, legal issues, and how diversity impacts the workforce. Please note that this course is open to students of Junior Standing.

BUMAHT350

Special Project: Experiential Learning in Botanical Retail Management

3 semester credits. Through this special project course, students are involved in green retail practices that promote business sustainability from a botanical perspective. Through direct practices and engagement, students explore the potential of botanical retail as a positive contributor to community awareness of topics such as green cities, plants and mental health and wellbeing, and current and future development of green urbanism. Placement activities are coordinated through Pomario at the Palazzi Community Center, a botanical retail store whose proceeds fund student scholarships. In addition to retail operations, students will also engage in brand communication, client-customer relations, and sustainable event development and execution. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Retail operations, plant selection and curation, product placement and packaging,

store and event management, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

BUMASB390

Strategic Business Models

3 semester credits. Through analyzing different types of business models, the course aims at providing knowledge of how to build adequate value configurations for different kinds of enterprises. Students will acquire theoretical understanding of how to choose the appropriate model depending on the kind of strategic policy that a business organization wishes to emphasize. Topics include business model innovation as well as other important patterns such as financial and production models, market information, and diversification. Case studies will be an integral part of the course. At the end of the course, students will have learned how to examine, design, improve, and re-design business models. They will gain an understanding of the strategic analysis, planning, and decision-making processes in business. Prerequisites: Introduction to Business Strategies or equivalent.

BUMAMA450

Internship: Management

3 semester credits. Through this internship course, the student will be able to explore the environment of management practices through exposure to an established business in Florence. The position will feature the development of a tailored project that will provide the student with the opportunity to contribute to the organization through the student's perspective. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Corporate management projects, community-based management proposals, market research, client and data analysis with a focus on international and global dynamics, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

BUMA0B470

Organizational Behavior

3 semester credits. The aim of this course is to provide an overview of main theoretical concepts of organizational behavior (OB) and their application in professional organizations. The course covers various topics in OB, which are generally grouped into the individual, group, and organizational levels of analysis. The course balances conceptual knowledge with practical application. Lectures will provide a broad overview of the course topic and explain key concepts to be used in understanding phenomena occurring in the business world. Relevant case studies will be discussed in class in order to develop students' skills in applying knowledge to practical situations. Prerequisites: Human Resources Management or equivalent.

BUMAGB615

Managing in the Global Business Environment

3 semester credits. This course presents an examination of the multitude of forces and factors that influence organizations engaged in business on a global scale. Close attention will be paid to methods of managing global organizations as they adapt to cultural, regulatory, market, and economic differences while seeking to accomplish organizational objectives. Important management issues specific to international business will be discussed to prepare students to improve their management capability. Prerequisites: Successful completion of an undergraduate degree is required for this course. Cross-listed to Graduate Studies (), Department of Organizational Management and International Hospitality

BUMAIB620

International Brand Management and Strategies

3 semester credits. This course offers an overview of theories and business practices related to building and managing brand identity at the international level. Starting from the legal connotations of a brand, key course components include the design and implementation of international branding and marketing programs through communication strategies and brand associations in order to build brand equity. Topics also explore new strategies aimed at extending or revitalizing existing brands to retain brand loyalty and consumer engagement, as well as to build an international community around the brand concept. A specific focus will also be dedicated to the panorama of the industrial and intellectual property rights (IPRs) for the management, economic

exploitation, and protection of international brands. Through case studies, research, and active projects, students will fully experience and acquire a deeper understanding of the challenges and processes in globalizing a brand. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Organizational Management and International Hospitality

BUMAEM630

E-Commerce Management

3 semester credits. This course provides an overview of e-commerce management principles from a business perspective. Topics include the functions of an e-commerce activity, its impact on and role in the business model, primary operations such as payments and shipping, and storytelling and brand value through an online platform. Students will examine and analyze virtual visual merchandising, e-mail marketing, and other relevant strategies used to optimize online sales. The course also includes an overview of digital/social customer management and engagement. Students will gain knowledge of the value of traffic and a thorough understanding of digital performance measurement through Analytics and SEO/SEM optimization. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Organizational Management and International Hospitality

BUMAHR630

International Human Resource Management

3 semester credits. This course examines human resources management in a global context. Course topics provide students with a broad understanding of the strategies adopted by multinational organizations (MNCs or MNEs) that manage their employees across different countries and cultures. Key concepts, theories and contemporary practices are introduced and analyzed throughout the module. An important highlight is the impact that HR management decisions may have on an organization's success at the international level. Students will gain an understanding of how to systematically illustrate, define, categorize, and analyze a broad and advanced-level range of issues related to human resources management operations in a global economy. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Organizational Management and International Hospitality

DEPARTMENT of Marketing

The Department of Marketing offers a marketing courses of various levels and topics. Coursework engages students in marketing strategies and practices in terms of creative communication and analytic approaches. Marketing topics include broad topics such as international marketing and industry-specific areas of marketing.

BUMKIM280

Introduction to Marketing

3 semester credits. This course is designed for non-business majors and introduces students to the role of marketing within a business. Through a combination of lectures, case studies, readings and simulations, students will address analytical marketing concepts and techniques developed from economics, psychology, statistics, and finance in order to plan and develop products and services to satisfy the needs of target customers. Topics include product planning, pricing, promotion, advertising, distribution policies, targeting, and market research techniques.

BUMKFM280

Introduction to Fashion Marketing

3 semester credits. This course is an introduction to marketing and merchandising concepts in the fashion industry. Emphasis is placed on the apparel and accessory industry in Italy. Students learn terminologies specific to the field. Topics include the meaning of the "brand" in today's consumer market, how to forecast trends, the product supply chain, the vertical business model and outsourcing, visual merchandising, advertising, different forms of in store and non-store retail, consumer behavior and profiles, and store location and design. On-site visits to fashion retailers in Florence are an integral part of this course with suggested field trips to local designers as well as to fashion museums such as the Gucci Museum. Other topics include: Product development cycle of the fashion industry: the initial forecast, consumer analysis, marketing plans, sourcing and presenting the product. The importance of retail marketing and "experience shopping" - visual merchandising through analysis of store layout. The course will also cover market research and target customer identification, visual merchandising, direct marketing,

internet and social media, and traditional advertising, and will focus on how to generate media attention through public relations (press relations, press kit releases, sponsorships, events, etc.).

BUMKSM285

Sports Marketing

3 semester credits. This course provides an understanding of the role of marketing within sports - both amateur and professional - and is designed to address current industry practices. Essential components of effective sports marketing will include application of the marketing principles in the area of sports (sports products and services) licensing issues, sponsorships and endorsements and their implementation, stadium and arena marketing, promotional activities, consumer and public relations, and broadcasting and the media.

BUMKSG300

The Sporting Goods Industry

3 semester credits. This course is designed for students who seek to gain an in-depth understanding of the sporting goods industry in Italy. The topics addressed in class include the analysis of market size and segmentation, assessment of product distribution channels, and an evaluation of product licensing and advertising strategies. The course integrates a lecture component and an experiential component that will expose students to a real-life business project in collaboration with local sporting companies. This class includes experiential learning with CEMI.

BUMKEM305

Entrepreneurial Marketing

3 semester credits. The primary purpose of this course is to provide marketers with an in-depth understanding of product development practices including innovation, product strategy and processes, customer needs, identification, idea generation, concept development and optimization, forecasting, and launch. The course will analyze the marketing development strategies of new entrepreneurial companies with low budgets and little or no brand development. An important component of the coursework features hands-on approaches to real-life business problems that require application of topics learned in the classroom. Students will be introduced to highly creative and effective experiential forms of learning ranging from case studies to business plans, entrepreneurs in the classroom, conducting entrepreneurial audits, working with concepts of marketing inventions, and consulting projects. Furthermore, students will be part of a dedicated lab team of cross-disciplinary learners led by faculty and advisers, and will collaborate with executives and representatives from real companies on comprehensive business issues. Coursework includes site visits to local companies and special guest lectures from local prominent entrepreneurs.

BUMKEM310

Entrepreneurial Marketing Experiential Learning

6 semester credits. The primary purpose of this course is to provide marketers with an in-depth understanding of product development practices including innovation, product strategy and processes, customer needs, identification, idea generation, concept development and optimization, forecasting, and launch. The course will analyze the marketing development strategies of new entrepreneurial companies with low budgets and little or no brand development. An important component of the coursework features hands-on approaches to real-life business problems that require application of topics learned in the classroom. Students will be introduced to highly creative and effective experiential forms of learning ranging from case studies to business plans, entrepreneurs in the classroom, conducting entrepreneurial audits, working with concepts of marketing inventions, and consulting projects. Furthermore, students will be part of a dedicated lab team of cross-disciplinary learners led by faculty and advisers, and will collaborate with executives and representatives from real companies on comprehensive business issues. Coursework includes site visits to local companies and special guest lectures from local prominent entrepreneurs. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

BUMKIN310

Intangible Marketing

3 semester credits. This course explores the intangible approach to marketing practices and conceptualizing the field of marketing. Topics will examine the notion of sales strategies that look beyond the physicality of “items” to focus on the immaterial dimensions of products and value-based assets, as well as emerging marketing trends that employ the senses as tools of enhancement. Students will engage with the main components and principles of intangible marketing, analyze the intangible in core elements of products, and learn how to dematerialize products and services. As students are challenged to rethink the instruments in the marketing toolbox, they will also explore the impact of intangible factors on tangible ones while evaluating the overall impact on consumer experience and satisfaction.

BUMKMA315

Marketing Strategies for the Arts

3 semester credits. The course provides an understanding of how to market for visual and performing arts organizations and culminates in the creation of a strategic marketing plan. The course starts with an overview of various arts and cultural models. Topics include marketing theory and applications for cultural organizations, strategic marketing for creative industries, marketing an experience, niche marketing, audience development (targeting, segmentation, etc.), audience engagement, market research, pricing strategies, fundraising, public relations strategies, and integrated marketing communications such as advertising, social media, and promotional strategies.

BUMKMM315

The Marketing Mix: Product, Price, Place and Promotion

3 semester credits. The course discusses and analyzes major marketing themes and concepts. Students will examine the influences a marketing plan has on Product definition (market of reference and segment analysis), Price, Place (distribution channels), and Promotion. Topics include an introduction to marketing, marketing planning, product concepts and product management, segmentation, targeting and positioning, consumer buying behavior, promotional activities, channels of distribution, and pricing concepts. The course will also discuss a valid approach to the marketing process, from analysis to planning, implementation, and control of programs designed to generate the desired exchanges with target markets for the purpose of achieving organizational objectives.

BUMKIT320

International Marketing

3 semester credits. This course further develops the main principles of marketing by exploring the strategic implications of marketing in different countries and cultures and identifying specific marketing techniques and the modifications necessary to accommodate cultural differences. Topics include global marketing, marketing planning, segmentation, culture and business customs, political and legal factors and restraints, economic and technological development, and the international monetary system. Prerequisites: Introduction to Marketing or equivalent.

BUMKRS320

Retail and Sales Strategies

3 semester credits. This course focuses on exposure to sales and retail through an understanding of the strategies related to the supply chain, competitors, suppliers, and customers. Coursework will provide students with the knowledge of the tools and decisions applied by international and Italian companies to maintain clientele loyalty. The managerial component of the course will also give students an understanding of basic management methods in terms of product flow, marketing tools, and geography-specific analysis in retail marketing.

BUMKWM325

Digital Marketing

3 semester credits. 20th and 21st century development has witnessed the evolution and revolution in business communication. The birth of the web was the inspiration that led to a different form of interaction and engagement between companies and customers, such as a growing customer participation in the creation and development of the business image. This course features web marketing that is based on practices and principles applicable to all sectors and is also suitable for the small and medium-sized enterprises who were previously cut off from traditional mass media promotion for budget reasons. The web will be considered beyond the concept of sites and focus substantially on the social networks. The social aspect of marketing communication online is a striking feature of the web today, where engagement and conversations occur not only between customers but also between companies and customers to stimulate the most powerful communication tool: word of mouth.

Prerequisites: Introduction to Marketing.

BUMKRS325

Retail and Sales Strategies Experiential Learning

6 semester credits. This course focuses on exposure to sales and retail through an understanding of the strategies related to the supply chain, competitors, suppliers, and customers. Coursework will provide students with the knowledge of the tools and decisions applied by international and Italian companies to maintain clientele loyalty. The managerial component of the course will also give students an understanding of basic management methods in terms of product flow, marketing tools, and geography-specific analysis in retail marketing. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

BUMKNP330

Non-Profit Marketing

3 semester credits. This course begins by focusing on the social and environmental issues central to the debates, forums, events, and activities taking place within both public and private sectors. An important issue to be analyzed is how the emphasis on "doing" and "contributing" does not always account for increasing awareness or properly processing non-profit operations. Considering that fundraising is based on communication and the promotion of activities allows the public to be involved and generates a higher level of support, the course presents digital and non-conventional marketing tools for more effective outreach. Students apply social marketing, lab activities, and real-life situations through collective participation in order to foster and conceive an effective approach to wider contexts such as ICT in non-profit marketing. Prerequisites: Introduction to Marketing.

BUMKNP335

Non-Profit Marketing Experiential Learning

6 semester credits. This course begins by focusing on the social and environmental issues central to the debates, forums, events, and activities taking place within both public and private sectors. An important issue to be analyzed is how the emphasis on "doing" and "contributing" does not always account for increasing awareness or properly processing non-profit operations. Considering that fundraising is based on communication and the promotion of activities allows the public to be involved and generates a higher level of support, the course presents digital and non-conventional marketing tools for more effective outreach. Students apply social marketing, lab activities, and real-life situations through collective participation in order to foster and conceive an effective approach to wider contexts such as ICT in non-profit marketing. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Introduction to Marketing.

BUMKPR350

Special Project: Experiential Learning in Public Relations

3 semester credits. Through the public relations placement, students will learn how to promote an organization's business and image. Public relations activities will focus on managing an organization's key messages through content management. Communication strategies, including those related to special events, will be a major emphasis in public relations-related projects. Students will be guided throughout their involvement in PR operations and measuring PR results. EL hours may be distributed from Monday through Friday. This placement may require PM shifts, shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a

structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Corporate communication projects, community-based outreach proposals, market research, client and audience analysis, brief and press release creation, engagement measuring, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Participation in on-site PR operations at events require: Black or navy blue outerwear (blazer and pants/skirt, no miniskirts), dress shirts or tops in the above colors or white (necklines that are not revealing), no t-shirts, tennis shoes, or sneakers. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

BUMKFM360

Strategic Fashion Marketing

3 semester credits. The world of global fashion is becoming increasingly complex as the market evolves. This course is designed to respond to the challenges presented by the competitive environment that the fashion industry is facing. Students will acquire knowledge on how to develop strategic fashion marketing plans in order to respond to continuous economic and environmental changes. In addition, students will learn how different business environments require equally different strategic and competitive behavior from the players involved. A number of fashion business case studies will be analyzed with a particular emphasis on the Italian market. Branding and brand management will be an integral part of the course, especially with regards to how brands acquire and sustain value in the marketplace. The course explores how successful marketers develop, manage, and protect brands. A focus on successful case histories, visits to fashion enterprises, as well as case analyses will complete the course and help students gain practical examples of how markets adapt and grow in this highly competitive industry. Prerequisites: Introduction to Fashion Marketing, Introduction to Marketing, or equivalent.

BUMKWC380

Wine Communications and Marketing

3 semester credits. This course focuses on the business and marketing aspects of the wine industry. Students will consider and analyze wine marketing including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, and economics of the wine world industry. Course topics also cover distribution channels and sales strategies according to laws and regulations of each country, consumer demand and responsible drinking issues. Students will be able to identify the various career paths in the wine business according to their inclinations and personal skills.

BUMKWC385

Wine Communications and Marketing Experiential Learning

6 semester credits. This course focuses on the business and marketing aspects of the wine industry. Students will consider and analyze wine marketing including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, and economics of the wine world industry. Course topics also cover distribution channels and sales strategies according to laws and regulations of each country, consumer demand and responsible drinking issues. Students will be able to identify the various career paths in the wine business according to their inclinations and personal skills. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

BUMKMK450**Internship: Marketing**

3 semester credits. This internship course is designed for students who are looking to enhance their experience and knowledge of marketing strategies and techniques in an international context. The internship will expose students to a business environment where interns will contribute to the organization according to their skill and competency background. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Supporting the development of marketing strategies, corporate marketing projects and marketing plans through market research, client and audience analysis and data analysis, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

BUMKIM460**International Marketing for the Hospitality Industry**

3 semester credits. This course provides an in-depth examination of the critical aspects of global marketing within the hospitality industry. Topics focus on the non-traditional aspects of marketing including service-based hospitality products, product differentiation, market segmentation, target marketing, and the unique marketing mix in the international hospitality industry.

BUMKMR630**Marketing Research for New Product Development**

3 semester credits. This course focuses on the link between decision-making as related to marketing research and marketing management. Core topics revolve around the concept of new products and provides an overview of the main theories and models of new product development. Students will gain a clear understanding of the different approaches of research design, and the selection and application of qualitative and quantitative research processes. Principles of measurement and scaling techniques are included in this course, as well as questionnaire planning and design. Students will gain a solid knowledge of how to collect, prepare analyze, and report data according to product development criteria. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Organizational Management and International Hospitality

DEPARTMENT of Real Estate

The Department of Real Estate offers coursework in the areas of real estate and property management, housing markets, and legal issues in real estate.

BURERE280**Principles of Real Estate Management**

3 semester credits. The aim of this course is to provide student with an overview of the main characteristics of the real estate industry. Students will learn about the real estate business and will compare the Anglo-American and Italian systems. This course includes an introduction to real estate contract law and to Civil Law and Common Law in order to understand the different approaches of the legislation that regulates the real estate world. Students will also gain knowledge of the basics of real estate market economics including USA's foreign direct investment (FDI) flows to Italy.

BUREIH320**International Housing Markets**

3 semester credits. The aim of this course is to provide students with knowledge on the role of urban policy and planning in relation to the housing market in a global context. Students will become familiar with the implications for policy and practice and will learn how to develop regional and local housing strategies. This course includes references to international cases from the United Kingdom, the United States, Ireland, Hong Kong, Australia, and other European countries. Student will gain knowledge of the impact that the emerging sharing economies have on urban development, as well as learning about the process of buying an Italian property as a secondary home.

BUREPM330

Property Management

3 semester credits. The aim of this course is to provide students with the basic knowledge of professional property management. Students will become familiar with the different management methods, such as ownership and subleases, as well as the new specific insurance practices for the tourist rental market. This course focuses on major functions of property managers, and details specific practices and problems in managing a variety of properties, such as residential, retail and industrial ones. Students will also learn how to manage maintenance, construction, insurance, and relations with tenants.

BUREPM335

Property Management Experiential Learning

6 semester credits. The aim of this course is to provide students with the basic knowledge of professional property management. Students will become familiar with the different management methods, such as ownership and subleases, as well as the new specific insurance practices for the tourist rental market. This course focuses on major functions of property managers, and details specific practices and problems in managing a variety of properties, such as residential, retail and industrial ones. Students will also learn how to manage maintenance, construction, insurance, and relations with tenants. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

BUREAV340

Hospitality Real Estate Analysis and Valuation

3 semester credits. The aim of this course is to provide students with the main concepts and methods of valuing real estate. Students will explore the property valuation profession, gaining knowledge of the five traditional methods of valuation and undertaking their own valuation calculations. This course also focuses on ROI (return on investment) analysis for real estate investments for tourism purposes. Students will also become familiar with the different methods of measurement and valuation standards

BUREEL350

Comparative Real Estate Law

3 semester credits. This course focuses on the essentials of real estate law and provides students with a strong understanding of the role of the real estate paralegal. Students will be introduced to the law of real property and will gain knowledge of the main elements of real estate contracts. Lessons will also include notions of deeds' development, leases, licenses and title insurance. Students will analyze and compare Civil and Common Law.

BURERE350

Special Project: Experiential Learning in Hospitality - Real Estate and Property Management

3 semester credits. The aim of this placement is to expose students to the principles of real estate management with an emphasis on property management. Students will be familiarized with planning and organizing all the relevant activities and operations of a real estate business related to the on-campus guest apartments facility, Dimora. This experiential learning program focuses projects and research based on on front desk operations including reservation management, welcoming guests and basics of customer care. Students will learn how to independently run a hospitality business including property maintenance and quality control management. EL hours may be distributed from Monday through Friday. This placement may require PM shifts on-campus or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model

allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Market/industry research, operational analysis, client relations, maintenance problem-solving, strategic planning, promotional activities, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

BUREEM360

Real Estate Management

3 semester credits. The aim of this course is to provide students with an advanced knowledge of real estate management. Students will learn how to conduct a financial analysis on the real estate sector. This course also focuses on real estate marketing management. Students will gain knowledge of financing and taxation, as well as mortgages and access to credit strategies.

Prerequisites: Introduction to Management or equivalent.

BUREEM365

Real Estate Management Experiential Learning

6 semester credits. The aim of this course is to provide students with an advanced knowledge of real estate management. Students will learn how to conduct a financial analysis on the real estate sector. This course also focuses on real estate marketing management. Students will gain knowledge of financing and taxation, as well as mortgages and access to credit strategies. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Introduction to Management or equivalent.

J School

The School of Journalism, Communication, and Publishing (CP) offers studies in the following departments:

Convergence Media and Broadcasting (BC)
Creative Advertising (CR)
Food Communications and Publishing (FC) Journalism (JL)
Mass Communication (MC)
Publishing (PU)

Vision

J SCHOOL sustains the role of communication both locally and globally in today's connected world.

J SCHOOL seeks to explore the various forms and impact of information diffusion with the fresh perspectives of its students.

J SCHOOL and its academic disciplines contribute to FUA-AUF's mission of cultural integration by bridging international students with the contemporary aspects of Italy.

J SCHOOL shapes the critical, discerning approach of students who dig beyond the Renaissance facade of Florence to uncover stories and issues that are the antithesis of stereotypes.

In a city where craftsmanship plays a crucial role, J SCHOOL challenges and refines the craft of thought, elaboration, and expression to shape the voices of the future.

Mission

To provide the communicative tools to uncover the surface of cultures, societies, and urban movement within Italian landscapes through its department of Journalism.

To offer an interdisciplinary approach to education through interactive cooperation with other areas of FUA-AUF academic disciplines and departments.

To face the ethics and evolution of communication in the spheres of human interaction and digitalization through its department of Communication.

To sustain and develop creative expressions and interpretations in both printed and electronic form through its department of Publishing.

To promote student integration within the professional sphere of Florence. The central position in the city center offers immediate, transversal access to the rich stratification uniting the past, present, and future coexisting within the city.

Florence's position as one of Italy's principal cities is home to important publishing houses, regional headquarters of national newspapers, and communication agencies. An active, dynamic presence of the professional realities related to the school's academic disciplines create a stimulating study environment for our students.

Values

An international faculty with solid academic and industry backgrounds.

A stimulating and forward-thinking academic curriculum that integrates publishing projects drawn both from FUA-AUF's dynamic environment and the local community.

A campus press that sustains publishing activities of students and faculty.

Officially licensed periodicals in the form of newsletters and magazines that represent the voices of FUA-AUF student and faculty communities.

Collaboration with local journalism and citywide projects of communication.

J SCHOOL IN THE COMMUNITY - CEMI

The School works closely with the university press of FUA-AUF, Ingorda per Florence Campus Editore, which produces textbooks, periodicals, and publications specialized in travel, art, and gastronomy. Students and faculty are regularly involved in the development and production of professional products of journalism and publishing.

FACULTY HIGHLIGHTS

J School faculty members are a dedicated group of academics and professionals from diverse backgrounds and experiences.

Writers, poets, journalists, publicists, researchers, graphic designers, and publishers regularly hold courses in each academic session. Journalists and publicists are pooled from those recognized by Italy's national registers of journalism and publicity.

Several faculty members have worked on or are currently conducting projects with prominent entities, publications, and organizations.

PROGRAMS OF STUDY

- 4-year Bachelor's Degree in Digital Publishing and Communication with concentrations in Digital Media, E-Publishing, and Visual Communication
- US Bachelor's degree transfer options
- 1 or 2-year Certificate Career programs / 2-year Associate's Degree
- Study abroad programs, short and long-term (see brochure)

4-Year Bachelor's Degree in Digital Publishing and Communication

The program offers four concentrations:

- Digital Media
- E-Publishing
- Visual Communication
- Product Design

Complete program curriculum requirements and outcomes can be viewed at: <https://fua.it/Prospective-Students/4-year-undergraduate-program-in-digital-publishing-communication.html>

For admissions requirements see the 4-year bachelor's degree section in the catalog introduction. Direct admission is granted to students enrolled in the FUA-AUF Certificate Career Program / Associate's Degree in Communication and Interactive Digital Media.

US Bachelor's Degree Opportunities

Undergraduate students have the opportunity to transfer FUA-AUF coursework to a US bachelor's degree program. Courses will be completed in Florence and will require the fulfillment of online coursework as per the program requirements.

Certificate Career Programs / Associate's Degree

Certificate Career Programs may be taken for 1 or 2 years, as well as a single semester. Each year is made up of two levels featuring core courses. For program details see brochure.

Communication and Interactive Digital Media - Year 1

Year 2 Specializations: Photography; Product Design; Publishing; Visual Communication.

The 2-year certificate career can be taken as pathways to FUA's Associate of Arts (A.A.) degree programs.

Complete program curriculum requirements can be viewed at: <https://fua.it/Prospective-Students/career-programs.html>

A.A. fulfillment requires the coursework described in the Certificate Career Program curricula and a minimum of 21 general education credits to complete the degree. Please note that general requirements vary according to the program.

SCHOOL OF JOURNALISM, COMMUNICATION, AND PUBLISHING (CP)

DEPARTMENT of Convergence Media and Broadcasting

The department seeks to address the diversified tools, techniques, and platforms of the industries that employ media and broadcasting. Within the reporting industries, the single journalist finds advantageous the ability to report across different media while news organizations' structures and roles are shifting in response to the impact of converged formats. Courses are intended to create coverage of news, from both reporting and editorial perspectives, with specific priorities in mind - the velocity and immediacy required by evolving trends and target publics, multi-platform and multimedia approaches to collecting, creating and sharing news; and the interactivity between media and the public as digital technologies become increasingly participatory. The department offerings address both established and emerging forms of story telling in digitally managed forms, from studio broadcasting to videoreporting, podcasting, rich media, and documentary production.

CPBCNM150

Broadcasting New Media

3 semester credits. The course introduces students to the field of broadcasting and offers a practical approach to the discipline. The first part of the course focuses on the broadcasting field and includes a comparative study of relevant international examples of broadcasting and Italian approaches. The second part of the course is geared towards the research of broadcasting technologies and the practice of various broadcasting formats to be performed and registered in a studio setting. Examples of formats include on-air interviews, readings, moderated talks and forums, etc., while course projects and activities will interact with the journalism and broadcasting activities of FUA's campus press Ingorda. This class includes experiential learning with CEMI.

CPBCRM260

Introduction to Rich Media: Podcast Production

3 semester credits. Today's visual delivery systems are becoming more streamlined thanks to digital technology, and in a demanding market of broadcasting immediacy journalists and media editors produce on the job and on-location. Through this course, students will be given a range of assignments that will recreate the portable rich media approaches available today. Students will learn how to work with rich media content pertaining to the news, short documentaries, and editorial pieces by utilizing rich media technology in output formats such as podcasts. The course will cover the basics of industry-specific software to incorporate video, still images, and sound to prepare media for the web in podcast form. Students will work with DSLR camers for the video component of content creation. This class includes experiential learning with CEMI.

CPBCRM360

Advanced Rich Media: Podcast Production

3 semester credits. Through this course, students continue to acquire skills in rich media production and editing related to video, images, and sound from a more advanced perspective. Course projects are tailored to allow students to complete a diverse portfolio of individually developed and collaborative rich media stories based on the local community. Through the guidance of the instructor and by learning media management strategies, students collect, assemble, edit, and publish rich media content as independent editors according to newsroom and client deadlines. This class includes experiential learning with CEMI. Prerequisites: Introduction to Rich Media: Podcast Production, or equivalent.

DEPARTMENT of Creative Advertising

The Department of Convergence Media and Broadcasting addresses the diversified tools, techniques, and platforms of the industries that employ media and broadcasting. Courses consider news from both reporting and editorial perspectives, focusing on the velocity and immediacy required by evolving trends, target publics, and multi-platform and multimedia approaches to collecting, creating, and sharing news.

CPCRWM325

Digital Marketing

3 semester credits. 20th and 21st century development has witnessed the evolution and revolution in business communication. The birth of the web was the inspiration that led to a different form of interaction and engagement between companies and customers, such as a growing customer participation in the creation and development of the business image. This course features web marketing that is based on practices and principles applicable to all sectors and is also suitable for the small and medium-sized enterprises who were previously cut off from traditional mass media promotion for budget reasons. The web will be considered beyond the concept of sites and focus substantially on the social networks. The social aspect of marketing communication online is a striking feature of the web today, where engagement and conversations occur not only between customers but also between companies and customers to stimulate the most powerful communication tool: word of mouth.

Prerequisites: Introduction to Marketing.

CPCRCM360

Art, Food, Fashion, and Wine: Creative Advertising of Italian Destinations

3 semester credits. Italian destination cities immediately conjure up images of the art, food, fashion, wine, and culture in which their fame lies: fashion shows and La Scala in Milan, Renaissance art in Florence, Brunello wine in Montalcino, the Biennale and Carnevale in Venice. This course will explore how creative advertising strategies have been produced and implemented, their

effect on city identity, the proliferation of creative areas in destination cities, and the future of creativity and creative marketing. Case studies of both well-established metropolises and developing destinations will be examined.

DEPARTMENT of Food Communications and Publishing

The Department of Food Communication and Publishing features specialized, food-related topics. Courses on writing, photography, and styling aim to explore food as an important element of published media. The backdrop of Italian cuisine, and more specifically, Tuscan and Florentine cuisines, serve as both the stepping-stone and tool to practically apply learned concepts during coursework.

CPFCFM200

Food, Media, and Culture

3 semester credits. Food is a global necessity to sustain life, and it is no surprise that for the majority of world populations there are many reasons for why we eat beyond the basic importance of daily sustenance. The concept of food includes not only what we eat but also how food is perceived, chosen, procured, produced, and consumed according to the complex interactions between individuals, cultures, and environments. Food depictions in media offer a perspective of the changing politics revolving around the food experience. This course analyzes food culture through representations including print, film, and traditional and new media. Food and food culture are evaluated as a consequence of social and political issues such as tradition/local rituals vs. globalization, the role of food in society, nutritional awareness, and food trends. Lectures, readings, class discussions, field learning activities, and food labs offer diverse points of reflection on food as well as the analysis of food through journalism, media, and communication studies. The food labs provide the hands-on component of this course in order to emphasize that while analyzing food representation in media, the most natural way to familiarize with food is to directly experience its preparation.

CPFCPL300

Product Packaging and Labeling

3 semester credits. This course is designed to give students a comprehensive overview of the techniques used to enhance packaging strategies. The course content includes: history and principles of packaging and labeling, functions of packaging, trends in packaging, planning and designing product packaging. The application of semiotics in the commercial world and in the area of packaging design as a way to communicate a brand's value and personality will also be discussed. Renowned Italian and international product packaging case studies will be examined. Students will work on individual projects and will create their own packaging solutions for a selected product or brand. Prerequisites: Introduction to Computer Graphics, Visual Communication, or equivalent.

CPFCFS340

Food Styling

3 semester credits. The course will help students to understand food presentation on an aesthetic and technical level. Topics feature the basics of food presentation for professional and media use, and how to select the right objects/props/tableware/accessories to make an appealing food presentation. Students will work in a fully equipped facility with occasional opportunities of collaboration with the culinary arts and photography departments for an interdisciplinary application of the course discipline.

CPFCFW380

Food Writing

3 semester credits. In this course, students will write a variety of pieces tailored to diverse publication standards such as professional food and beverage publications and general interest magazines. They will develop research skills with an emphasis on examining trends in the foodservice and hospitality industry, as well as analyzing publications for reader profile, voice, content, structure, and style. Students will create a portfolio of works, including feature and news articles, personality profiles, book and restaurant reviews, recipes, and food narratives. The topic of food writing in community platforms such as blogs and social media will also be addressed. Prerequisites: At least one college writing course or equivalent.

DEPARTMENT of Journalism

This Department of Journalism provides the tools of investigative writing and reporting in a variety of fields, from global journalism to local topics such as travel writing and culture journalism. Diverse genres and industry-specific approaches to journalistic writing are offered, as well as multimedia forms of communicating news.

CPJLNN180

Introduction to Journalism

3 semester credits. This course teaches students the basic writing skills necessary for news reporting. Students will perform several in-class writing assignments based on news leads. Topics will progress from short news items to longer stories with more complex issues and topics. Students will learn to gather facts through skillful interviewing techniques, practiced during role-playing exercises in class. Other topics include how to write under pressure for a deadline, develop and verify sources, and structure news stories to capture and retain the attention of the reader. Some exercises such as interviewing and fact gathering will be carried out in the field.

CPJLIC200

Instant Communication: Words, Images, News

3 semester credits. This is a communications-based course that combines writing and mobile devices to deliver web-ready news content created with the speed and quality required by news production today. The time between content gathering and message sharing has almost disappeared and making instantaneous publication has become essential for both social media and the news environment. Reporters must be able to capture information, shoot, edit, and disseminate multimedia content from a mobile phone or tablet. Students will learn both the technical (mobile camera, editing, and delivery) as well as theoretical aspects of journalism (responsibilities, visual communication, story structure, sources, outlets), and produce pieces for various news and story content outlets at FUA.

CPJLCS235

Art, Fashion, Food, and Wine Journalism

3 semester credits. Journalism is presented in this course as a communicator of the arts and culture. Students will explore the diverse media that have evolved around the coverage of the arts, fashion, food, and wine, as well as literature, music, dance, theater, and cinema. Coverage of individuals, movements, events, exhibitions, and happenings is considered for critical reviewing, popular diffusion, and sociological and philosophical questioning. The course also studies strategies of how cultural and creative journalism is presented to the public from a visual and aesthetic point of view, drawing from examples found in printed and online media. Course projects and activities will interact with the journalism activities of *Blending*, the magazine and newsletter of FUA-AUF's campus press *Ingorda*. Prerequisites: At least one college writing course or equivalent.

CPJLWM250

Writing for Digital Media

3 semester credits. This course looks at a variety of writing practices required of digital journalists and web writers, both in style and in subject matter. Students will gain experience writing diverse types of stories: investigative, news, feature, editorial, sports, entertainment, etc. They will learn how to write effectively for a targeted audience on a variety of digital platforms (such as websites including online versions of established media and wikis, blogs, applications and social media, multi-user communities and spaces, and smart device communication), document sources in a professional way, evaluate and critique their own publications, and about how online writing affects publication and interacts with social and civic participation. This course will also give students a further understanding of the principles, ethics, and practice of journalism in increasingly digitalized formats. This class includes experiential learning with CEMI. Prerequisites: Foundational writing skills are not covered. Students are expected to apply a strong command of syntax, structure, and style according to the course topic.

CPJLOF285

The Force of Words: Oriana Fallaci on Writing and Journalism

3 semester credits. Oriana Fallaci, Florentine by birth, carved out a role of her own in the landscape of critical writing both in journalism and literature. Fiercely honest and free from all constraints, she constantly sought to recount the world we live in through her singular voice characterized by her crystal clear writing and her courage as a woman, writer, and journalist. Whether she went on assignment in war zones (as recounted in her coverage of the Vietnam War), interviewed controversial politicians and world leaders (Henry Kissinger, Indira Ghandi, and Deng Xiaoping to name a few), or reflected on culture and society in her novels, Fallaci ventured into territories where many colleagues would never have dared to step foot in and crafted her writing

as a life-consuming mission rather than a job. This course equips students with the principles and practice of investigative writing and journalism through the life and work of Fallaci. Students will analyze the changing role of writing and journalism today and learn how to detect reliable sources and recognize compelling stories. Particular emphasis will be given to the art of interviewing for the creation of feature articles that inform and engage readers. The course also focuses on the challenge of journalism ethics and crafting original writing in a digital and global age dominated by social media. For a deeper understanding of Oriana Fallaci, coursework also includes site visits in Florentine locations associated to her childhood, adult life, and profession. Prerequisites: At least one college writing course or equivalent.

CPJLTW290

Travel Writing

3 semester credits. The basis of this course is the development of creative writing skills by focusing on the genre of travel writing. Students will read and discuss extracts from the great classics of travel writing as well as current travel journalism published in newspapers, magazines, and online. Assignments will focus on developing an individual voice, and honing ideas through revision and drafting. Topics will cover how to write for different audiences and publishing formats. Course projects and activities will interact with the journalism activities of *Blending*, the magazine and newsletter of FUA-AUF's campus press *Ingorda*. This class includes experiential learning with CEMI. Prerequisites: Foundational writing skills are not covered. Students are expected to apply a strong command of syntax, structure, and style according to the course topic.

CPJLFM300

Fashion, Media and Culture

3 semester credits. This course examines the context in which the Italian fashion system was born. Topics begin from the evolution of fashion from the post-WWII period to the present and address the role and influence of media and culture on factors such as economic and social status, the arts, and other issues that influenced fashion. Students explore fashion's connection to identity, body, politics, gender, ethnicity, sexuality, class, and how fashion and media are interrelated with these aspects of culture.

CPJLPJ320

Photojournalism

3 semester credits. During this two-pronged course, students will focus on: 1) the history and study of photojournalism from its genesis/inception to today and 2) assignments/projects that are journalistic newsworthy (events, human interest, artistic/cultural, sports, feature, and portrait). Students will emulate what it is like to be a newspaper photographer and learn storytelling images of the everyday events that occur in life. Through lectures and discussions students will also address contemporary issues such as: the cultural, social, and political influence of images and photojournalism in society as well as ethics and legal issues in photojournalism. The print lab will provide students with the tools for elaborating and printing their own images. This course is recommended for Communications, Journalism, and Social Sciences students. This class includes experiential learning with CEMI. Prerequisites: This is an intermediate course. Knowledge of camera functions is required. Portfolio submission recommended.

CPJLJO350

Special Project: Experiential Learning in Journalism

3 semester credits. This special project course is offered to highly motivated students who want to enter and practice firsthand the world of magazine editing and proofreading. The student will be in charge, under the supervision of professionals, develop feature writing through the steps of checking for accuracy and suitability, digital and traditional printing, and design. Knowledge and experience in magazine and newspaper production is always extremely helpful for higher editorial positions. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based and editorial production activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Editorial research, editorial

development, content review and revision, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

DEPARTMENT of Mass Communication

The Department of Mass Communication considers communication from multiple perspectives. From the foundations of communication to social media, the ethics and cultural divergences of communication, communication and society, and creative and alternative application of communication tools, department courses examine the dynamic nature of mass communication today.

CPMCCP150

Introduction to Public Relations

3 semester credits. This course introduces students to the strategic roles and functions of the Public Relations (PR) practitioner. Students evaluate the context in which PR is practiced, gain an understanding of the potential and practice of PR as a management function, and critically analyze the structure of PR management, its role, and techniques. In addition, students will be introduced to the rhetorical arguments that impact PR activities and will be made aware of the importance of professionalism and ethics in the practice of public relations.

CPMCCP180

Introduction to Public Relations Experiential Learning

6 semester credits. This course introduces students to the strategic roles and functions of the Public Relations (PR) practitioner. Students evaluate the context in which PR is practiced, gain an understanding of the potential and practice of PR as a management function, and critically analyze the structure of PR management, its role, and techniques. In addition, students will be introduced to the rhetorical arguments that impact PR activities and will be made aware of the importance of professionalism and ethics in the practice of public relations. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

CPMCCM190

Intercultural Communication

3 semester credits. In a pluralistic and multicultural society, it is important to provide individuals with the appropriate tools to develop balanced and integrated personalities that are capable of social interaction with sensitivity and a wide understanding. A skillful communication creates positive relationships and working teams as well as social groups including individuals from different cultures, religious beliefs, sexual preferences, age, and physical characteristics. In order to arrive at this form of intercultural communication, it is necessary to acquire basic competencies and psychological knowledge of the logic-verbal, intuitive, and creative areas. Course topics analyze the subjectivity of perception, the influence of cultural patterns on identity, the interdependence of contemporary life and working contexts, and the capacity to acquire useful skills and experience for effective communication.

CPMCNV250

Body Language and Non-Verbal Communication in Italy

3 semester credits. This course explores the realm of communication in Italy through non-verbal communication and body language. As a millennial crossroads of cultural contamination due to its central position in the Mediterranean area, Italy has always been a point of collision and absorption of communication and language. The course topic explores the evolution of non-verbal languages that arose as a universal mode of communicating across cultures, with a particular focus on contemporary uses in Italy. Considering the infinite diversity of spoken Italian due to a linguistic history of regional dialects, Italian non-verbal communication is a unique example of how bodily gestures have become a codified form and occupy a significant role in Italian

culture and society. Various socio-cultural-political contexts, areas of scholarly research/study, and field experiences will be regularly examined and applied throughout the course.

CPMCSM250

Social Media

3 semester credits. What do we mean by "community"? How do we encourage, discuss, analyze, understand, design, and participate in healthy communities in the age of many-to-many media? With the advent of virtual communities, smart mobs, and online social networks, old questions about the meaning of human social behavior have taken on renewed significance. Although this course is grounded in theory, it is equally rooted in practice, and much of the class discussion takes place in social cyberspaces. This course requires the active engagement of students and a willingness to experience a full immersion in social media practices. Much of the class discussion takes place in a variety of virtual world environments during and between face-to-face class meetings. Students who participate in this course will actively and productively engage in established and emerging forms of social media - and have some notion of how these practices affect the self and the community.

CPMCSM255

Social Media Experiential Learning

6 semester credits. What do we mean by "community"? How do we encourage, discuss, analyze, understand, design, and participate in healthy communities in the age of many-to-many media? With the advent of virtual communities, smart mobs, and online social networks, old questions about the meaning of human social behavior have taken on renewed significance. Although this course is grounded in theory, it is equally rooted in practice, and much of the class discussion takes place in social cyberspaces. This course requires the active engagement of students and a willingness to experience a full immersion in social media practices. Much of the class discussion takes place in a variety of virtual world environments during and between face-to-face class meetings. Students who participate in this course will actively and productively engage in established and emerging forms of social media - and have some notion of how these practices affect the self and the community. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: One communication course or equivalent.

CPMCEC315

Ethics in Communication

3 semester credits. This course examines ethical issues in the field of communication. As globalization continues to spread and a world of differences continually comes into contact, a critical need for the study of ethics in communication across contexts, cultures, the various media used in communication, and on both public and private levels becomes essential. Ethical issues will be applied to the study of communicational behavior, decision-making, the quality of communication, public and private dialogue, and how the need to consider the ethical approach to this field impacts the individuals, communities, and societies that populate the world today.

CPMCIN320

International Tourism

3 semester credits. This course examines the development of international tourism from its historic beginnings to current growth. Emphasis will be placed on the topics of tourism marketing and communication, the role of governments in international tourism, the effect of tourism in a country's infrastructure and society, and the impact of tourism in developing countries.

CPMCCT330

Critical Thinking

3 semester credits. This interdisciplinary course helps students from all areas of study to develop their critical thinking skills. The principles of reasoning, analysis, logic, and rhetoric will be introduced in both ancient and modern contexts during lectures. Students will be asked to participate in classroom exercises, examine arguments from both sides, learn to better analyze materials and therefore acquire a more thorough analysis of evidence, and apply these concepts to decision-making situations. The aim of

the course is to arrive at a real-life application of these practical techniques that are relevant to all individuals, from the managerial level for professionals to everyday contexts.

CPMCWE350

Special Project: Experiential Learning in Digital Communication

3 semester credits. Through this special project course, the student will be able to research and develop web content for professional websites. Guided by a Communications Office, the student will be involved in web-based projects to develop written and visual content for digital platforms. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based and editorial activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Digital content creation and revision, visual content development, audience/reader-oriented research, SEO analysis, site performance review, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, web back office experience.

CPMCPR350

Special Project: Experiential Learning in Public Relations

3 semester credits. Through the public relations placement, students will learn how to promote an organization's business and image. Public relations activities will focus on managing an organization's key messages through content management. Communication strategies, including those related to special events, will be a major emphasis in public relations-related projects. Students will be guided throughout their involvement in PR operations and measuring PR results. EL hours may be distributed from Monday through Friday. This placement may require PM shifts, shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Corporate communication projects, community-based outreach proposals, market research, client and audience analysis, brief and press release creation, engagement measuring, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Participation in on-site PR operations at events require: Black or navy blue outerwear (blazer and pants/skirt, no miniskirts), dress shirts or tops in the above colors or white (necklines that are not revealing), no t-shirts, tennis shoes, or sneakers. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

CPMCHC350

Health Communication and Virtual Care

3 semester credits. This course focuses on the role of communication in public health, the development and practice of health communication strategies, and how health campaigns, medical journalism, and an increasing community participation in online health outreach impact society and wellbeing. Starting from theories of past and present health communication, students will examine how health information is delivered and perceived, the influence of media on public health outcomes, and the cons/risks of media strategies on healthcare practitioners and beneficiaries. Case studies will be analyzed to gauge effectiveness and to discuss the findings of current research and scholarship on communication management in medical systems. Students will be asked to compare communication strategies in international contexts, as well as gain perspective on the implications of health

communication as practiced in a country like Italy where healthcare is highly state-subsidized. Prerequisites: Introduction to Public Relations or Communication, an introductory health systems course, or equivalent.

CPMCTC360

The Client - Customer Relation Management

3 semester credits. This course is an examination of personal and small group communication with particular emphasis on methods of perceiving information and transmitting messages in order to foster and build strong relationships with the customer. Such links will be learned by several role playing exercises that are a part of the coursework. Students will review the ways in which people communicate with each other, the skills needed to communicate effectively in work situations, group decision-making, and the forces that influence group behavior. The course will also analyze the two basic principles of the Quality System regarding the bottom-up model and doing things correctly the first time.

CPCMSN400

Strategic Negotiation

3 semester credits. This course explores the major concepts and theories of the psychology of bargaining and negotiation, and the dynamics of interpersonal and inter-group conflict and its resolution. Students will familiarize with negotiation strategies and planning, as well as with ethics in negotiation. This course will also focus on international and cross-cultural negotiation strategies.

CPMCIC440

Interpersonal Communication

3 semester credits. This course is based on the examination of personal and small group communication with particular emphasis on methods of perceiving information and transmitting messages, gender bias in communication, nonverbal behavior, and methods of communicating ideas and emotions. Students also learn about decision-making in groups and forces that influence group behavior. Course topics include a review of the ways in which people communicate with each other and an introduction to the skills needed to communicate effectively in professional environments. Students participate in small and large group discussions and problem-solving situations involving listening skills, interviewing skills, verbal and nonverbal communication, and public speaking.

CPMCPR450

Internship: Public Relations

3 semester credits. Through the public relations internship course, students will learn how to promote a client's business, image, or product. Public relations focus on managing a client's key messages through media releases, editorial content, and promotion. An emphasis is placed on the strategic management and evaluation of key communication systems employed in public relations-related projects. Tasks may include general administrative and logistical tasks, content creation and editing, and tracking media results. This placement may require PM shifts, shifts that take place on weekends and holidays, or ongoing research-based activities for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Corporate communication projects, community-based outreach proposals, market research, client and audience analysis, brief and press release creation, engagement measuring, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

CPMCPP480

Public Relations Strategies

3 semester credits. This course further examines topics gained in introductory public relations courses. PR is considered in terms of strategy and development when building relations. Coursework involves research and campaign building in the context of diverse communication and marketing environments. Course participants will analyze from an advanced perspective the uses and best practices of the visual aspects, professionalism and ethics, and relations management in public relations. Prerequisites: One communication course, introductory PR course, or equivalent.

CPMCDC610

Digital Communication Strategies

3 semester credits. This course explores the varied aspects of digital communication through an approach that considers both theory and practice for building effective communication strategies. Students will examine advanced topics related to web and social media communication, the role of research in digital strategies, development and implementation of communication planning, and the evolving positioning of digital communication within organizations. Communication design will be a key focus of the course through the analysis of relevant case studies and the evaluation of applicability of communication strategy through course projects. Important areas of investigation will address creative content creation, communication building based on organizational identity and branding, user trends and interaction, data and performance analysis, concept diversification for multi-platform communication operations, integrated marketing practices, and management and oversight of digital strategy. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Visual Media

DEPARTMENT of Publishing

The Department of Publishing explores traditional and innovative, sustainable approaches to the publishing industry. Offered courses provide both the principles and practical tools of book and magazine publishing as well as considerations of specialized sectors such as magazine and e-publishing.

CPPUFE300

Fundamentals of Publishing and Editing

3 semester credits. This course examines the fundamental aspects of the publishing industry with an emphasis on book publishing. Issues such as editorial brainstorming and manuscript selection, layout processes, production, interior and exterior design, marketing, and financial factors are explored on a hands-on level with examples and collaborations drawn from ongoing publication projects. The emphasis on editing focuses on evaluating manuscripts, fact checking, copy cutting, editing, rewriting, proofreading and writing captions, titles and subtitles. Critiquing and creating titles and subtitles is also covered.

CPPUFE305

Fundamentals of Publishing and Editing Experiential Learning

6 semester credits. This course examines the fundamental aspects of the publishing industry with an emphasis on book publishing. Issues such as editorial brainstorming and manuscript selection, layout processes, production, interior and exterior design, marketing, and financial factors are explored on a hands-on level with examples and collaborations drawn from ongoing publication projects. The emphasis on editing focuses on evaluating manuscripts, fact checking, copy cutting, editing, rewriting, proofreading and writing captions, titles and subtitles. Critiquing and creating titles and subtitles is also covered. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

CPPUPB310

Professional Book Production

3 semester credits. The topics of this course cover the areas of professional book production in both the digital and standard print sectors. Students will learn all processes involved in designing and producing books: font characters, colors and images, graphic manipulation, pagination, layouts, printing, and binding. Hands-on experience will be offered through the possibility of collaborating on ongoing publishing projects of the Institution. This class includes experiential learning with CEMI. Prerequisites: A background in layout design and an introductory course in publishing are highly recommended.

CPPUPB315

Professional Book Production Experiential Learning

6 semester credits. The topics of this course cover the areas of professional book production in both the digital and standard print sectors. Students will learn all processes involved in designing and producing books: font characters, colors and images, graphic manipulation, pagination, layouts, printing, and binding. Hands-on experience will be offered through the possibility of collaborating on ongoing publishing projects of the Institution. This class includes experiential learning with CEMI. Prerequisites: A background in layout design and an introductory course in publishing are highly recommended. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: A background in layout design and an introductory course in publishing are highly recommended.

CPPULM330

Magazine Editing and Publishing I

3 semester credits. The first of a two-part series on magazine production, this course gives students a professional magazine production experience as an academic course. Students, under the supervision of faculty members, will curate every phase of production brainstorming, design, writing, photos, editing, layouts, production, and distribution of a professional lifestyle magazine produced by the institution. The magazine and its semiannual format will represent the student's approach to living in Florence and topics such as the arts, gastronomy, travel, style, city scenes, etc. from a cutting edge perspective that seeks to challenge and go beyond the surface of a city. Course projects and activities will interact with the journalism activities of Blending, the magazine of FUA's campus press Ingorda. This project requires additional hours outside of regularly scheduled class times. This class includes experiential learning with CEMI.

CPPUEP330

E-Publishing

3 semester credits. The phenomenon of e-publishing has transformed the book industry from technical, technological and business perspectives. The course examines the opportunities for self-publishing and the evolving strategies of publishing companies, the workings of e-book sales online, and the pros and cons of digital books and their digital interactivity. Students will explore the main features and developments of e-publishing's effect on the concept of interactive reading and the interactive media that make up the structure of an e-book. A part of the course is dedicated to lab hours in which students practice the processes and phases of creating an e-book ready for the web. This class includes experiential learning with CEMI. Prerequisites: At least one layout design course or equivalent experience.

CPPUBP350

Special Project: Experiential Learning in Book Publishing

3 semester credits. This special project course is designed as a full immersion in the world of publishing through collaboration with Ingorda for Florence Campus Publishing, the FUA university press. Students will work on publications throughout the special project experience. All areas of book publishing will be covered, from concept creation to research, writing, photography, graphic layout and design, production, and marketing and distribution. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based and editorial production activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Market and concept research, editorial development, visual and promotional strategies, product review and revision, final portfolio. Additional materials/Dress code: Business casual attire for

dress code. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, layout software experience.

CPPUCS400

Digital Publishing & Communication Capstone

3 semester credits. The digital publishing and communication capstone course provides the student the opportunity to integrate many of the topics of the overall course of study. During this project, students must apply their cumulative knowledge and experientially acquired skills to complete the course project.

CPPULM430

Magazine Editing and Publishing II

3 semester credits. This course is aimed at developing and producing the second magazine project after the first semiannual edition. Students will be challenged to explore deeper and more complex topics related to Florence as well as to take on a leadership role for editorial content and overall magazine layout design. Course projects and activities will interact with the journalism activities of Blending, the magazine of FUA's campus press Ingorda. This project requires additional hours outside of regularly scheduled class times. This class includes experiential learning with CEMI. Prerequisites: A layout design course, publishing course, or equivalent.

CPPULM435

Magazine Editing and Publishing II Experiential Learning

3 semester credits. This course is aimed at developing and producing the second magazine project after the first semiannual edition. Students will be challenged to explore deeper and more complex topics related to Florence as well as to take on a leadership role for editorial content and overall magazine layout design. Course projects and activities will interact with the journalism activities of Blending, the magazine of FUA's campus press Ingorda. This project requires additional hours outside of regularly scheduled class times. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: A layout design course, publishing course, or equivalent.

SAS: School of Arts and Sciences

SAS, the School of Arts and Sciences at FUA-AUF offers studies spanning the spectrum of humanistic, artistic, and scientific studies at FUA-AUF. The school examines the historic and world-changing achievements in the aforementioned areas along with contemporary innovations and challenges in order to cultivate knowledge and culture. SAS is subdivided into 7 schools, including professional studies for community and civic engagement, and their respective departments:

School of Fine Arts (FA)
School of Global Studies (GS)
School of Horticulture (HC)
School of Liberal Arts (LA)
School of Life Studies and Human Services (LS)
School of Professional Studies (PS)
School of Sciences and Mathematics (SM)

Vision

SAS offers distinctive approaches to intellectual enquiry posed by each of its schools and their departmental subdivisions. SAS turns its attention to the currents of a world whose natural environment and population is in profound change. SAS educates the next generation of global citizens, advocates, and leaders. SAS looks forward, taking into account the historical strengths of its location and both the contemporary and future development of Italy. SAS implements innovation in research, interpretation, expression, and artistic creation.

Mission

To educate through a sense of discovery and intellectual growth in the sciences, arts and humanities.
To provide the foundations of knowledge, culture, creativity, intellectual curiosity in order to prepare students for significant interaction with the environment, society and community.
To promote academic opportunities for service learning and civic engagement through initiatives, presentations, events and performances open to the public and aimed at contributing to the local culture.
To foster a sustainable society by teaching diversity and intercultural strategies through a multicultural education.
To expand students' skills of research and communication in the visual, performed and written form.
To share students' artistic, humanistic and scientific experiences both locally and globally, academically and professionally.

VALUES

Advanced learning tools and facilities that simultaneously preserve a historically important architectural context.
An international faculty from diverse professional and academic backgrounds.
An immediate connection to civic and cultural engagement offered by the School of Professional Studies.
Community engagement fostered by the Artist in Residence Program and active student involvement in art exhibitions.
Well-resourced technical and material support in specific areas of study such as fine arts and music studies.

FACULTY HIGHLIGHTS

The highly qualified faculty of the School of Arts and Sciences come from diverse international, academic, and professional backgrounds. Professional figures ranging from academics to artists, authors, journalists, scientific researchers, historians, global communicators, and advocates offer their compelling expertise and experiences with the student body. Faculty members are engaged in developing and fine-tuning students academic studies as well as guiding them in their cross-cultural connection to their studies in Italy and offering professional insight on how to apply acquired knowledge to future life paths.

SAS in the Community - CEMI

The school's community project is F_AIR Florence Artist in Residence, which oversees artistic residencies and the ongoing involvement of students in contemporary art. A revolving calendar of exhibitions feature both professional artists living in Italy and student work produced by the School of Fine Arts.

PROGRAMS OF STUDY

- 4-year Bachelor's Degree in Cultural Studies with concentrations in Art History and Fine Arts

- US Bachelor's degree transfer options
- Study abroad programs, short and long-term (see brochure)
- Special Career Program (see brochure)

4-Year Bachelor's Degree in Cultural Studies

The program offers two concentrations:

- Fine Arts
- Art History

Complete program curriculum requirements can be viewed at: <https://fua.it/Prospective-Students/4-year-undergraduate-program-in-cultural-studies.html>

For admissions requirements see the 4-year bachelor's degree section in the catalog introduction.

US Bachelor's Degree Opportunities

Undergraduate students have the opportunity to transfer FUA-AUF coursework to a US bachelor's degree program. Courses will be completed in Florence and will require the fulfillment of online coursework as per the program requirements.

Special Career Program

TuttoToscana 1 or 4-week program in collaboration with the James Beard Foundation (focus area in Visual Arts).

SCHOOL OF FINE ARTS (FA)

The School of Fine Arts (FA) gathers the following departments: Art Education (AE) Ceramics (CE) Film Photography (FP) Mixed Media (MM) Painting and Drawing (PD) Sculpture (SC) FUA-AUF's School of Fine Arts was born out of the commitment to play an active role in the city's artistic and cultural scene. Through the acquisition of traditional art techniques combined with innovative practices of contemporary art, experiences, and insights, students will gain the tools to personally interpret today's complex world. They will develop their roles as visual communicators, artists, and curators by learning and refining important aspects of the Italian art legacy. Art by definition transcends the rigid boundaries of a static role in history or its role of commercial exploitation. An artistic heritage and contemporary production have a close connection in Florence and the continuous exchange between the two fosters new ways of interpreting art. The School of Fine Arts supports the blending of art forms, students from different backgrounds, the exploration of exhibited art and artists' studios, materials, and media.

DEPARTMENT of Art Education

The Department of Art Education offers courses focused on theory and research, including courses aimed at students seeking the practices and disciplines for future experiences as art educators and instructors. Coursework is also designed for artistically-inclined students who wish to shape their understanding of the visual fields.

FAAEC200

Art Media: Introduction to the Creative Process

3 semester credits. This course is aimed at students interested in visual and plastic arts and creative writing. Course topics will help students to define and find his or her own personal style and strengths, which can then be applied to other courses related to visual and creative disciplines. Students will be given writing assignments to practice personal thought processes in order to develop their own creative style and apply it to the media of their respective fields.

FAAEP210

Words, Painting, and Emotions: The Mind Map of Creativity

3 semester credits. This art course aims to make students aware of their creativity as well as to teach them how to utilize and take advantage of it. The course will enable students to define the artistic techniques that are best suited to their talents, as well as to master and appropriate them as tools for expressing their inner world. The course consists of lectures and workshops. Lectures focus on the nature of creativity, art, genius, technique, aesthetic, and artistic judgement in the history of art and philosophy.

from ancient Greece to present times. Workshops include a wide range of exercises based on creative telling, writing, painting, and movement.

FAAEAE280

Art Education

3 semester credits. This lecture and lab-based course will help prepare students to teach art to elementary and middle school children. Students learn about the role of visual arts in children's education and how it relates to developmental growth. The course will explore the historical, philosophical, and social foundations of art in education, including recent developments, current issues, and technology. Topics introduce the basic philosophy and structure of art education, directed learning activities in 2 and 3-dimensional design, different approaches to teaching methodology, art appreciation, lesson themes, on-site observations, teacher responsibilities, and health and safety in the art studio. Prerequisites: Studio Art major or equivalent.

FAAEAT300

Art Therapy

3 semester credits. This lecture/lab course introduces students to the therapeutic functions of art. The aim is for students to become familiar with art therapy methods and techniques whose primary objective is to develop creative expressions. During class meetings, students will use their own personal experiences by conducting direct experiments to understand the function of art within a therapeutic context. This hands-on experience will then be compared with the theoretical ideas outlined in the required readings. In the laboratory/studio part of the course, students will handle a great variety of art materials ranging from the more traditional to less common objects. The aim is to facilitate self-expression on a non-verbal and creative level and in a safe environment, open to the free exchange of opinions and untouched by prejudiced or judgmental attitudes. The essential elements that compose the created image - space, color, movement, and form - will be examined and put to the test as expressive and symbolic tools of one's inner world.

FAAEAT304

Art Therapy - Service Learning

4 semester credits. This lecture/lab course introduces students to the therapeutic functions of art. The aim is for students to become familiar with art therapy methods and techniques whose primary objective is to develop creative expressions. During class meetings, students will use their own personal experiences by conducting direct experiments to understand the function of art within a therapeutic context. This hands-on experience will then be compared with the theoretical ideas outlined in the required readings. In the laboratory/studio part of the course, students will handle a great variety of art materials ranging from the more traditional to less common objects. The aim is to facilitate self-expression on a non-verbal and creative level and in a safe environment, open to the free exchange of opinions and untouched by prejudiced or judgmental attitudes. The essential elements that compose the created image - space, color, movement, and form - will be examined and put to the test as expressive and symbolic tools of one's inner world. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

FAAEDA310

Diversity in Art Education

3 semester credits. This lecture and lab-based course focuses on issues related to the art education of culturally or linguistically diverse children, gifted children, or children with special needs. Students will learn developmental instructional strategies which can be used to plan and sequence effective art-learning experiences for children with special needs. The course will especially focus on how art educators can help encourage and guide a child's artistic self-expression and sense of discovery. Students will also explore alternative assessment strategies for evaluating children's learning and performance in art. Prerequisites: Introduction to Art Education or equivalent.

FAAEAP325

Art and Places: From Renaissance Florence to the Contemporary Metropolis

3 semester credits. This course represents a comparative study of art as an expression of human experience from the aesthetic paradigms developed during the Renaissance to the contemporary perception of beauty. Major artists and influences will be analyzed in terms of styles and movements across eras and in relation to the concept of place. The course will examine the contrasts between the multiple identities emerging in Florence as diverse ways to convey art and beauty. Course topics and learning approaches feature an experiential pathway for understanding the evolution of artistic language and its potential future directions.

FAAEGE345

Gallery and Exhibition Curating

3 semester credits. This course introduces students to all aspects related to the operations and management of an art gallery and its exhibited content. Students will be involved in curating and promoting art shows and art-related events through community and on-campus exhibitions.

FAAEGE350

Gallery and Exhibition Curating Experiential Learning

6 semester credits. This course introduces students to all aspects related to the operations and management of an art gallery and its exhibited content. Students will be involved in curating and promoting art shows and art-related events through community and on-campus exhibitions. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

FAAEAP350

Art and Places: New Trends in Contemporary Art

3 semester credits. This one-week study away course will focus on the relationship between the city of New York and its avant-garde movements in order to understand what inspires new artists to create, share, and celebrate new forms of art as well as new creative trends. Through hands-on and on-site experience in the urban context of the city, students will expand their understanding of and literacy in contemporary art. Areas of analysis include the complex relationship between the city and its inhabitants, especially in connection with new artist generations and their need to express perspectives on the cultural, political, and social dynamics of the city. Prerequisites: A Survey of Western Art or equivalent.

FAAEGA350

Special Project: Experiential Learning in Fine Arts - Gallery Assistant

3 semester credits. The objectives of this special project are based on creating an opportunity for the student to observe and participate in the coordinating and curating activities of art, design, and photography exhibitions in a gallery setting. Students will be exposed to various tasks including daily operations, exhibitions, catalog creation, show installation, and interaction with local and international artists. The student will also assist the on-site curator with promotional tasks ranging from press releases to social networking. EL hours may be distributed from Monday through Friday. This placement may require PM shifts, shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Artist research and scouting, exhibition installation development, catalog creation, artist relations, event curation, final

portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

FAAESP390

Social Practices in Contemporary Art

3 semester credits. Participation and sharing are current urgent issues of the contemporary art practices of our times, when the main outcome is not the production of the final aesthetic object or work of art but the work in progress, which involves dealing with sociology, anthropology, environment, and institutions. After the study of certain territories and conflicting realities, the artist becomes a producer of ideas and the conductor of behaviors and practices meant to stimulate consciousness and awareness. The direct participation of human resources, as well as the reliance on forces and materials available in situ, are often crucial for the success of such art projects. This course will examine specific works of older and younger generation of artists, from Christo and Jean Claude to Rirkrit Tiravanija and the Italians Alberto Garutti and Cesare Pietroiusti. It aims both at examining important projects of public art, social intervention, street art, happenings, and teaching the know-how behind those practices in order to arrive to the production of a project involving the public of Florence in different degrees. Prerequisites: Intermediate fine arts, art history, or visual arts course, or equivalent.

FAAEAT400

Advanced Art Therapy

3 semester credits. This advanced lecture/lab course explores the history of art therapy as well as different contemporary theoretical approaches as well as practical applications of art therapy in various contexts and settings. Specific advanced scientific literature will be discussed, case studies will be analyzed, and contemporary challenges will be dealt with in order to shape critical knowledge of art therapy ethics, boundaries, limits and meanings associated with taking care of individuals, families, groups, and communities. Using their own personal experiences, students will use a great variety of media from diverse perspectives first-hand: writing, drawing, painting, collaging, and other techniques will be connected to each art therapy perspective in different ways in order to offer an idea of the flexibility required when dealing with this discipline. Glimpses will be also offered on other expressive art therapies such as music therapy and dance therapy. Prerequisites: Introduction to Art Therapy or equivalent.

FAAEAT404

Advanced Art Therapy - Service Learning

4 semester credits. This advanced lecture/lab course explores the history of art therapy as well as different contemporary theoretical approaches as well as practical applications of art therapy in various contexts and settings. Specific advanced scientific literature will be discussed, case studies will be analyzed, and contemporary challenges will be dealt with in order to shape critical knowledge of art therapy ethics, boundaries, limits and meanings associated with taking care of individuals, families, groups, and communities. Using their own personal experiences, students will use a great variety of media from diverse perspectives first-hand: writing, drawing, painting, collaging, and other techniques will be connected to each art therapy perspective in different ways in order to offer an idea of the flexibility required when dealing with this discipline. Glimpses will be also offered on other expressive art therapies such as music therapy and dance therapy. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience. Prerequisites: Introduction to Art Therapy or equivalent.

FAAEGA450

Internship: Gallery Assistant

3 semester credits. This internship course involves students in the curating activities of a professional fine arts gallery. Students will collaborate with curators and gallery managers on the organizational and operational tasks of developing, organizing, and implementing an art exhibition. Interaction with local and international artists will be a fundamental aspect of the internship,

and duties will range from logistical preparation, administrative duties for the gallery management, promotion and press documentation, and other tasks assigned by the organization. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Artist research and scouting, exhibition installation development, catalog creation, artist relations, event curation, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. Laptop required for certain placements. Prerequisites: A2 level of Italian language. Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

DEPARTMENT of Ceramics

The Department of Ceramics offers a curriculum for beginning, intermediate, and advanced students. Studies are held in well-equipped facilities where students can develop, produce, and finish ceramics-based products.

FACECE200

Ceramics (Beginner)

3 semester credits. In this course, students will work on pottery and/or ceramic sculpture projects. During the first portion of the course, emphasis will be on different clay hand-building techniques. The second portion, students will progress to a variety of surface decoration techniques and different methods of firing and coloring. Lecture content will provide students essential information about the nature of clay and glazes and the history of Mediterranean ceramics. Students will be introduced to local Tuscan artisan traditions and the work of contemporary ceramic artists during field learning activities.

FACECI260

Ceramics (Intermediate)

3 semester credits. This course is designed for students who wish to continue ceramics studies and advance their skills in various hand-building and sculpture techniques. Emphasis will be on design, critical evaluation of forms, and advancement of technical skills. The course will help students expand their technical understanding of clay and clay bodies, decoration techniques, glazing and firing, and it will also provide an introduction to plaster work and mold making. Students will be encouraged to explore their concepts and develop confidence in critical thinking, design, and artistic skills. Additional studio time will be individually arranged. Minimum studio time each week should be eight hours. Prerequisites: Ceramics (Beginner) and one semester of Art History.

FACECE300

Ceramics (Advanced)

3 semester credits. The advanced level of ceramics is conducted in workshop format and focuses on the creation of an individual project or series of projects. Students will be guided towards adopting an experimental and challenging approach to ceramics by using different traditional and non-traditional hand-building techniques and materials. Prerequisites: Ceramics (Intermediate) and one semester of Art History.

FACECE400

Ceramics: Advanced Special Project

3 semester credits. In this advanced ceramics course, students will have access to an external facility in which they develop their proposed project on a wider scale. The project will require students to organize their schedules according to the availability of the facility and set the time necessary to complete the project according to specific deadlines. The course and final project require advanced skills and a strong work ethic, commitment, and dedication on the students' part to successfully complete the project. Prerequisites: Ceramics (Advanced) and one semester of Art History.

DEPARTMENT of Film Photography

The Department of Film Photography offers courses designed to immerse students in the world of darkroom photography. Courses offer various skill levels and are held in the darkroom facilities of FUA-AUF.

FAFPFP140

Introduction to Film Photography

3 semester credits. This course involves theoretical and practical aspects related to film photography. In addition to lectures, coursework will take place both outdoors in the city of Florence and in the darkroom. Students will learn how to use the camera correctly, how to expose film, and the basic principles of black and white photography and composition. In addition, students will be given a broad overview of the history of photography. Students will work on two projects and a final portfolio. This class includes experiential learning with CEMI.

FAFPDD140

Introduction to Photography: From Darkroom to Digital

3 semester credits. Film photography provides spatial and temporal context while digital photography shortens the process of contextualization thanks to technology. This does not mean that one medium is better or worse than the other, and the aim of this introductory course seeks to provide a strong film foundation in order to enhance the approach to digital photography. Students will explore the concept of photographic context by being exposed to both film and digital processes. Film is tangible, it requires a tactile relationship with negatives, paper, and chemistry. The use of physical properties of film will transition to digital darkroom techniques and vice versa. Topics include historic milestones in the history of photography, compositional aesthetics, camera mechanics, control of light sources and metering, film and digital exposure, and darkroom and digital processing. Students will come away from the course having gained an understanding of the similarities, rather than differences, and the underlying relationships between the two mediums. NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode.

FAFPFP360

Advanced Film Photography

3 semester credits. This course is both a technical and a creative course intended for intermediate / advanced film photography students. Using medium format and large format cameras, students will choose a format size to complete a singular photography project. Students will learn advanced and unique black and white processing/printing by studying development time matrixes, studio lighting, and large format printing. Visual assignments and readings will be used to accompany the specific learning techniques. This class includes experiential learning with CEMI. Prerequisites: At least one film photography course and an understanding of film processing/printing, camera reciprocity, and darkroom chemistry.

DEPARTMENT of Mixed Media

The Department of Mixed Media offers courses in a wide range of disciplines. Coursework is addressed to students seeking to expand art processes and techniques to engage in the experimentation of various artistic modes, expressions, and media.

FAMMMM180

Introduction to Mixed Media

3 semester credits. In this course, students will be introduced to foundational mixed media techniques; they will learn about common materials and how each media within the piece works and interacts with the others. Students will learn how to create a collage based on canvas, add texture with gesso, use stencils and stamps. In addition, students will have the opportunity to experiment with different types of acrylic paints, understand how they work and how they react when water is added. Students will learn which materials work well together and develop confidence in using the acquired knowledge when creating pieces in the future. Even the most inexperienced beginner will develop a new appreciation for the art form and will be encouraged to develop his or her own artistic style.

FAMMMM300

Mixed Media

3 semester credits. Complex contemporary installations are mostly mixed media works. The course aims at instructing how to produce mixed media works which are an assemblage of different artistic languages such as video, photography, sound, sculpture, performance, painting, etc. The course will provide an introduction to the history of mixed media to understand how the discipline does not only revolve around artworks and materials, but how it also involves ideas, how they develop over time, and how the new concepts result from past experiences. Topics will discuss how productions are embedded into history and how artists react to events of historic significance. During the course, there will be a high concentration on student work to promote a strategy that develops manifold and viable expressions. Prerequisites: Studio, fine arts, and visual arts majors.

FAMMSP390

Social Practices in Contemporary Art

3 semester credits. Participation and sharing are current urgent issues of the contemporary art practices of our times, when the main outcome is not the production of the final aesthetic object or work of art but the work in progress, which involves dealing with sociology, anthropology, environment, and institutions. After the study of certain territories and conflicting realities, the artist becomes a producer of ideas and the conductor of behaviors and practices meant to stimulate consciousness and awareness. The direct participation of human resources, as well as the reliance on forces and materials available in situ, are often crucial for the success of such art projects. This course will examine specific works of older and younger generation of artists, from Christo and Jean Claude to Rirkrit Tiravanija and the Italians Alberto Garutti and Cesare Pietroiusti. It aims both at examining important projects of public art, social intervention, street art, happenings, and teaching the know-how behind those practices in order to arrive to the production of a project involving the public of Florence in different degrees. Prerequisites: Intermediate fine arts, art history, or visual arts course, or equivalent.

DEPARTMENT of Painting and Drawing

The Department of Painting and Drawing offers courses designed to guide students through fine arts courses from the acquisition of basic skills to more advanced topics. Courses include foundational students arts courses such as sketching, painting, and illustration, as well as specialized topics from professional practices in the arts and mapping creativity through fine arts.

FAPDFD120

Foundation Drawing

3 semester credits. This course teaches beginning students the fundamental principles and techniques of black and white drawing with a focus on the media of pencil and charcoal. Through an in-depth exploration of the art form of still life, students will learn the skills for rendering a three dimensional subject on a two-dimensional surface. Value, line and proportions will be studied as a means of determining space, shape, volume and composition. Practical demonstrations and guided practice will alternate with lectures which provide students with the background and history of drawing done by great masters of the past and present. Students will be encouraged to rethink the way they see and observe a subject, to develop their own sense of creativity and artistic expression. During the course students are required to create a digital portfolio of their work.

FAPDFP120

Foundation Painting

3 semester credits. This course teaches beginning students the fundamental principles and techniques of painting with a focus on introductory painting techniques based on the so called dry and wet techniques such as colored pencils, markers, chalk, pastels, and acrylic paints, as well as the exploration of figurative subjects such as still life. Students will learn the build-up of form, tone, and color, shading and highlighting on a two-dimensional surface, using the principles of perspective and drawing to portray a convincing pictorial space. Emphasis will be given to the theories of colors, forms, and composition. Practical demonstrations will alternate with lectures.

FAPDWC180

Introduction to Watercolor

3 semester credits. This foundation course will explore methods, techniques and various aspects of watercolor painting. The unique qualities of watercolor will be explored through direct observation exercises, demonstrations and individual projects. Watercolor techniques will be explored, including developing drawings to form strong compositions, capturing the effects of

light, color-mixing and washes. Students will develop their painting skills, techniques, and aesthetic sensibilities to artistic expression in watercolor medium. The class format consists of studio work with lectures, examples, demonstrations, and individual as well as group critiques. Reading and homework assignments are coordinated with the studio work.

FAPDFP200

Fresco Painting

3 semester credits. The aim of this combined studio art and lecture course is to introduce fresco painting (wall painting) to students who have not necessarily studied art history or acquired any form of artistic training. This course explains the meaning of fresco painting and why it became one of the most important painting techniques in Renaissance Italy. Using a radically new and exciting approach to understanding this technique and the historical and political contexts in which these masterpieces were created, students gain an in-depth understanding of frescoes and their golden age. The primary focus of this course is to provide students with an intimate experience of how a fresco is created by directly experiencing the basic ingredients of fresco painting such as sand, lime, stone, stucco, and mineral pigments to create their own frescoes using traditional techniques. Site visits to relevant Florence churches and palaces are an integral part of the course.

FAPDWP210

Words, Painting, and Emotions: The Mind Map of Creativity

3 semester credits. This art course aims to make students aware of their creativity as well as to teach them how to utilize and take advantage of it. The course will enable students to define the artistic techniques that are best suited to their talents, as well as to master and appropriate them as tools for expressing their inner world. The course consists of lectures and workshops. Lectures focus on the nature of creativity, art, genius, technique, aesthetic, and artistic judgement in the history of art and philosophy from ancient Greece to present times. Workshops include a wide range of exercises based on creative telling, writing, painting, and movement.

FAPDID220

Intermediate Drawing

3 semester credits. In this intermediate drawing course, figure models are used to build an extensive knowledge of anatomy and the structure of the body. Along with their own explorations, students will be introduced to the Italian Renaissance with a focus on the human form through museum visits and lectures. Students will also focus on understanding "figure and ground" –the relationship between the volume of a figure and the space that surrounds it. Students will explore different techniques through the use of traditional black and white as well as color media. Group and individual critiques are an integral part of the course. Students will also work on the development drawing projects for a final exhibition (not applicable to summer sessions).

Prerequisites: Foundation Drawing or equivalent.

FAPDIP220

Intermediate Painting

3 semester credits. This course builds on the basic elements of painting introduced in the foundation level course. The technical study of painting through the use of oil pastels, acrylics, and oil paint continues with a focus on the anatomy of the human form studied via live models. Students will be guided through the challenges of color, composition, value, and pictorial dynamics. This progressive building up of skills is balanced by the encouragement of the emerging personal artistic expression of each student. Group and individual critiques serve to analyze personal expression and to monitor the mastering of the technical painting skills. Visits to exhibits in Florence of contemporary painting are an important component of the course. Prerequisites: Foundation Painting or equivalent.

FAPDFS225

Florence Sketchbook

3 semester credits. This course is designed to take full advantage of the student's unique experiences living and studying in the city of Florence. With on-site inspiration channeled into artistic creativity, students will draw on location at sites of historical significance and visual interest, ranging from architectural masterpieces, landscape vistas, and medieval streets to formal gardens, street markets, and Renaissance fountains. Course topics will document the rich history of how Florence and its environs have attracted and inspired visiting artists over the centuries. Students will develop individual sketchbooks with the aim of building up source material for future projects. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material.

Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

FAPDPA225

Painting En Plein Air

3 Semester Credits. In this foundational open-air painting course, students will explore and familiarize with the pleasures and challenges of painting outdoors. The students will acquire skills in the techniques of Plein Air painting with watercolor pencils and develop critical skills to evaluate paintings executed in this style. This course will also provide students with a look at the various materials and products for outdoor painting using wet techniques. Students will be introduced to the history and tradition of this genre; the "conceptual" in landscape painting will be emphasized with a specific focus on the Italian context. Sessions will be held at different outdoor venues in and around Florence. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

FAPDAT300

Art Therapy

3 semester credits. This lecture/lab course introduces students to the therapeutic functions of art. The aim is for students to become familiar with art therapy methods and techniques whose primary objective is to develop creative expressions. During class meetings, students will use their own personal experiences by conducting direct experiments to understand the function of art within a therapeutic context. This hands-on experience will then be compared with the theoretical ideas outlined in the required readings. In the laboratory/studio part of the course, students will handle a great variety of art materials ranging from the more traditional to less common objects. The aim is to facilitate self-expression on a non-verbal and creative level and in a safe environment, open to the free exchange of opinions and untouched by prejudiced or judgmental attitudes. The essential elements that compose the created image - space, color, movement, and form - will be examined and put to the test as expressive and symbolic tools of one's inner world.

FAPDAT304

Art Therapy - Service Learning

4 semester credits. This lecture/lab course introduces students to the therapeutic functions of art. The aim is for students to become familiar with art therapy methods and techniques whose primary objective is to develop creative expressions. During class meetings, students will use their own personal experiences by conducting direct experiments to understand the function of art within a therapeutic context. This hands-on experience will then be compared with the theoretical ideas outlined in the required readings. In the laboratory/studio part of the course, students will handle a great variety of art materials ranging from the more traditional to less common objects. The aim is to facilitate self-expression on a non-verbal and creative level and in a safe environment, open to the free exchange of opinions and untouched by prejudiced or judgmental attitudes. The essential elements that compose the created image - space, color, movement, and form - will be examined and put to the test as expressive and symbolic tools of one's inner world. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

FAPDDP310**Digital Painting**

3 semester credits. This course provides students with a sound knowledge of the techniques of digital painting media. Topics explore traditional and new forms of art production and creativity, with a strong emphasis on color theory. Projects will include illustration, concept art, matte painting, character design, and art direction. Development of personal vision is expected and creativity is encouraged.

FAPDAD320**Advanced Drawing**

3 semester credits. This advanced course focuses on mastering the formal elements of drawing (line, tone, space, and composition) and how they are utilized for expressivity and creative goals. Throughout the duration of the course, students will strengthen technical skills by using different materials and dealing with complex issues inherent to drawing such as figure and object drawing and expression. We will also examine the role of drawing today as producer of meaning within different environments and contexts. A theoretical component of the course, consisting of discussions and critiques, will supplement lab and studio practice. Students will also work on the development of drawing projects for the final exhibition (not applicable in summer sessions). Prerequisites: Intermediate Drawing or equivalent.

FAPDWC330**Watercolor and Tempera/Gouache Techniques**

3 semester credits. This course is based on watercolor, tempera and gouache techniques, with a focus on modern painting techniques and classical structure. Form, value, and proportions will be studied as means of determining space, shape, volume, and composition. Emphasis on transparent watercolor techniques include the exploration of mixed media. Learning various brushwork techniques, interaction of shapes, color, and negative and positive space will be thoroughly investigated to create vital, vivid and fluid watercolors. The aim is to reinforce each student's level of observation, interpretation and critical ability, to allow a natural and skillful approach to watercolor painting. Prerequisites: Studio, fine arts, and visual arts majors.

FAPDAP350**Advanced Painting**

3 semester credits. This advanced course allows students with previous experience to work on individual projects to develop their strengths and hone technical areas of in need of improvement. Students will emerge from the course not only having developed a personal visual identity but also having attained a high level of technical competence in traditional methods and materials. Students will also have considerable opportunities to practice with non-traditional techniques and methods. Challenging individual critiques are an important component of this course. Prerequisites: Intermediate Painting or equivalent.

FAPDAT400**Advanced Art Therapy**

3 semester credits. This advanced lecture/lab course explores the history of art therapy as well as different contemporary theoretical approaches as well as practical applications of art therapy in various contexts and settings. Specific advanced scientific literature will be discussed, case studies will be analyzed, and contemporary challenges will be dealt with in order to shape critical knowledge of art therapy ethics, boundaries, limits and meanings associated with taking care of individuals, families, groups, and communities. Using their own personal experiences, students will use a great variety of media from diverse perspectives first-hand: writing, drawing, painting, collaging, and other techniques will be connected to each art therapy perspective in different ways in order to offer an idea of the flexibility required when dealing with this discipline. Glimpses will be also offered on other expressive art therapies such as music therapy and dance therapy. Prerequisites: Introduction to Art Therapy or equivalent.

FAPDAT404**Advanced Art Therapy - Service Learning**

4 semester credits. This advanced lecture/lab course explores the history of art therapy as well as different contemporary theoretical approaches as well as practical applications of art therapy in various contexts and settings. Specific advanced scientific literature will be discussed, case studies will be analyzed, and contemporary challenges will be dealt with in order to shape critical knowledge of art therapy ethics, boundaries, limits and meanings associated with taking care of individuals, families, groups, and communities. Using their own personal experiences, students will use a great variety of media from diverse perspectives first-hand: writing, drawing, painting, collaging, and other techniques will be connected to each art therapy perspective in different ways in order to offer an idea of the flexibility required when dealing with this discipline. Glimpses will be also offered on other

expressive art therapies such as music therapy and dance therapy. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience. Prerequisites: Introduction to Art Therapy or equivalent.

DEPARTMENT of Sculpture

The Department of Sculpture offers courses of varying levels related to the discipline of sculpture. Techniques of modeling, casting, and working with 3D forms are covered during the foundational level while the more advanced levels provide the opportunity to work with diverse materials.

FASCFS310

Foundation Sculpture

3 semester credits. Through the study of sculpture in abstract or realistic modes, this course presents current and traditional sculptural media such as wax, plaster, and clay. Covered topics feature a strong emphasis on the development of basic technical skills for the creation of bas-reliefs, high reliefs, and more complex three-dimensional forms. Basic casting techniques will also be introduced. By learning technical skills, the nature of different materials and their proper and more experimental use, students will learn how to channel their specific artistic identity and individual sensibility, and expand the possibilities of expressing their own creativity through the arts.

FASCIS400

Intermediate Sculpture

3 semester credits. This course is for students who seeking to investigate the sculptural materials, processes, and methods through projects involving with modeling, casting and assembling. Traditional and contemporary concerns of sculpture will be examined through projects, demonstrations, and by analyzing contemporary and ancient sculptures. Prerequisites: Foundation Sculpture or equivalent.

FASCAS490

Advanced Sculpture

3 semester credits. This is the advanced-level continuation of the sculpture sequence with a greater emphasis on developing the student's unique and individual direction. Advanced projects in mold making, carving with wood, tufa stone, and non-traditional sculpture materials are assigned. Students will also work on the development of a work or a body of works for the end of the year exhibition project (this does not apply to summer sessions). Course content varies from term to term. Prerequisites: Intermediate Sculpture or equivalent.

SCHOOL OF GLOBAL STUDIES (GS)

The School of Global Studies gathers the following departments: Anthropology (AN) Happiness Sciences (HS) Multicultural Diversity and Gender Studies (DG) Peace Studies (PS) Urban Studies (US) The School of Global Studies examines the globalized world in terms of social interaction, human intervention, and cooperation between diverse populations. Through interdisciplinary education, engagement, and ethical approaches, the School of Global Studies seeks to analyze the complexity of the communities and environments that we live in. Students are encouraged to empower their intellectual and personal capacities to make a positive difference in the world thanks to courses that develop a sense of responsibility and the awareness of the

processes of change. Human development is the core of the schools coursework for historic, emotional, multicultural, and sustainable purposes and perspectives.

DEPARTMENT of Anthropology

The Department of Anthropology offers courses that focus on human diversities and similarities from a sociocultural point of view. Through theoretical and empirical work, issues related to the everyday, religion, food, and music are examined.

GSANCI200

Cultural Introduction to Italy

3 semester credits. One week of on-site field learning in different locations before session start: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

GSANCI202

Cultural Introduction to Italy

3 semester credits. The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and is aimed to provide the student with an incomparable experience of studying important sites of artistic architectural and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. Florence only.

GSANCI207

Cultural Introduction to Italy

6 semester credits. One week of on-site field learning in different locations before semester/summer sessions: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). Upon completion of the field learning week, the course continues as a regular academic session in Florence. The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using

specific and analytic social assessment skills. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

GSANCC285

Italian Civilization and Culture: An Anthropological Journey

6 semester credits. This field learning course engages the student in topics related to Italian civilization and culture through direct experience and on-going research. Places of historic, archeological, artistic, architectural, religious, and culinary importance will be introduced on-site as students are guided by the instructor to contextualize an interdisciplinary understanding of Italy. The 3-week course focuses on three distinct areas of geographic interest in Italy: Northern Italy and its relationship to Europe; Southern Italy's proximity to Middle Eastern and Mediterranean cultures; and Central Italy's cultural dominance due to the Etruscan, Roman, and Renaissance influence. Pre-course research is required through the analysis and study of designated resources and bibliographies. On-site fieldwork and assessment are conducted on a daily basis between the instructor and students. Discussion, recording, and presentation are essential forms of re-elaborating the course topics. The course emphasizes the cross-cultural analysis and comparisons of the Italian population according to local, regional, and global perspectives. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

GSANCA300

Cultural Anthropology

3 semester credits. This course focuses on the forces that shape cultures and societies. The following topics will be explored: our relationship to our environment, systems of social organization, social rules of law, politics, economics, religion, language, and social practices. Students will gain an understanding of anthropological variations through the study of people as social and cultural beings.

GSANWA300

Wanderlust: The Physical and Emotional Art of Walking

3 semester credits. This course will introduce students to the world of walking as an artistic, philosophical, political, literary, inspirational - as well as physical - experience. While exploring different types of walking, the concept of "wanderlust" will also be analyzed and discussed from both an anthropological and philosophical perspective, to provide students with a thorough overview of the traveling and walking experience both in natural and urban landscapes. Different types of walking activities will be an integral component of the course, allowing students to reflect upon walking as an act of desire, escape, imagination, freedom, rebellion, and well-being. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

GSANFJ300

Ethics and Justice in Food Systems

3 semester credits. Where does our food come from? How is it grown? What is actually in the food we eat? These are all important questions that we don't always want to know the answer to. Food justice is a social movement that examines the ethics of food production and food distribution, access to food, and the policies that are often a silent ingredient in our meals. Organic foods, farming, labor wages and practices, food supply distribution and waste, and sustainability are among the themes to be examined in this course. How food systems impact the health and well-being of individuals and communities, political policies and their role in food distribution in developed and developing countries, and the consequences of globalization on food ethics will be addressed through hands-on workshops, visits, and in-class discussions. A special emphasis will be placed on the cultural aspects of food supplies, the Italian traditions of food production and consumption, and the darker roles represented by food in organized crime and immigration.

GSANAF301

Food and Culture: Anthropology of Food

3 semester credits. This course is designed to explore the diversity of food and culture around the world. It will apply the concepts and principles of anthropology to the study of human diet and nutrition. The overall goal is to broaden awareness and understanding of how different cultures celebrate food through rituals and traditions. Students will analyze the origins of the human diet, the role of the cultural heritage on food preparation techniques, identify nutritional menus for international and regional areas; interpret international recipes, customs, and lifestyles; and compare ethnic customs in order to understand social/cultural meanings and implications of food behaviors.

GSANFJ304

Ethics and Justice in Food Systems - Service Learning

4 semester credits. Where does our food come from? How is it grown? What is actually in the food we eat? These are all important questions that we don't always want to know the answer to. Food justice is a social movement that examines the ethics of food production and food distribution, access to food, and the policies that are often a silent ingredient in our meals. Organic foods, farming, labor wages and practices, food supply distribution and waste, and sustainability are among the themes to be examined in this course. How food systems impact the health and well-being of individuals and communities, political policies and their role in food distribution in developed and developing countries, and the consequences of globalization on food ethics will be addressed through hands-on workshops, visits, and in-class discussions. A special emphasis will be placed on the cultural aspects of food supplies, the Italian traditions of food production and consumption, and the darker roles represented by food in organized crime and immigration. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

DEPARTMENT of Happiness Sciences

The Department of Happiness Sciences embraces the development of skills and competencies to fulfil the potential of human beings. The Department offers a range of courses aimed at providing the theoretical frame and practical experience of how to improve and develop potential, happiness, and wellbeing.

GSHSHN150

Health and Fitness in the Mediterranean

3 semester credits. Studies have shown that the Mediterranean diet offers many health benefits, especially when combined with exercise. This course includes lectures on various forms of physical and lifestyle activities and an overview of their respective

health benefits. The program will also include visits to athletic centers within the local community plus an overview of the nutritional aspects of Italian culinary traditions as an example of Mediterranean diet. The aim of this course is to provide students with a study of fitness and wellness and how their relationship promotes a healthy lifestyle based on the Mediterranean diet. Cooking labs, wine tastings, and physical activity are integral components of the course and will result in the creation of a customized exercise and nutritional program developed by the student. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

GSHSLN160

Lifetime Nutrition, Wellness, and Physical Activity

3 semester credits. This course offers a comprehensive approach to wellness, nutrition, and fitness from a lifetime perspective. Course topics will examine how healthy lifestyles span across the continuum of lifespans and ages with a focus on how dietary and fitness needs evolve throughout the four main life-stages: childhood, youth, adulthood, and for the elderly. Theoretical core concepts of how dietary and fitness needs are correlated to mental health and adapt according to each life-stage will be addressed along with a comparative focus on the Italian and Mediterranean approach. In addition to in-class lectures, the course features hands-on field experiences in nutrition labs for healthy diets and physical activities held in local Italian fitness facilities. Students will implement course topics and to cultivate student motivation for incorporating them into their own daily lives.

GSHSPT180

Pilates: From Therapeutic to Mainstream Fitness

3 semester credits. In the 1900's, fitness pioneer Joseph Pilates designed and refined a series of exercises to rehabilitate himself from poor health and physical conditions from which he suffered in the early part of his life. Students will explore the health benefits and the physical practice of Pilates, a form of low-impact, whole-body exercise adaptable to all fitness levels. Students will learn about alignment, breathing, strengthening, balance, flexibility, and awareness as they progress through Pilates exercises and learn how to intelligently move their body. Students will also identify and evaluate the characteristics of exercises which are optimal for modern lifestyles, long-term health and wellness, individual needs, as well as rehabilitation and injury prevention. Basic anatomy and physiology as related to Pilates as well as healthy diet principals will also be covered.

GSHSAY190

The Art of Yoga and Meditation

3 semester credits. This course provides students with an introduction to the art of yoga and meditation to gain an understanding of the philosophical and spiritual contexts that the discipline is rooted in. The course investigation begins with the notion of awareness, and the acquisition of the term through an overview of the principal asanas and their correct practice. The spiritual aspects of yoga are experienced in the form of various meditation techniques from different philosophies as well as the study of pranayama breathing exercises. Topics also include an examination of yoga props as well as dietary and nutritional guidelines, studied through the lens of yoga philosophy gleaned from sacred texts. The course will cover yoga traditions from ancient times to more contemporary interpretations.

GSHSHW210

The Science of Happiness: Skills and Wellbeing

3 semester credits. This course focuses on individual skills to succeed in social and personal life. It provides an introduction to the science of happiness, integrating findings from positive psychology, behavioural genetics, neuroscience, and behavioural economics. The course offers a set of tools and techniques to transform problems into learning opportunities and to develop and apply strategies and skills that promote overall progress in a person's psychological, physical, and social well-being.

GSHSTT240

Teamwork and Teambuilding

3 semester credits. This course focuses on individual skills and group competences needed in any successful working environment. It provides the tools and techniques that allow the creation of positive working relationships, encourage effective and helpful patterns of communication, and improve the well-being of both individuals and teams.

GSHSMP270

Developing Mind Potential: Mindfulness Practices

3 semester credits. Work life requires a high degree of mental clarity and focus. Without effective tools to deal with pressure, the result is often emotional, mental, and physiological imbalance at work as well as at home. However, it is possible to live up to daily challenges with clarity, kindness, and happiness. This course presents approaches to acquiring these skills. Mindfulness

training is an active observation and training of the neural networks of our brain. The course aims to offer students the opportunity to achieve previously inconceivable levels of concentration in order to unlock the power of a focused mind.

GSHSEA290

Energy Art - Qi Gong and Tai Chi

3 semester credits. This course will introduce students to the ancient Chinese practices of Qi Gong and Tai Chi. Students will explore and develop meditative practices which can help improve health and wellbeing through movements which work with the body's chi (qi), or vital energy. Qi Gong is an adaptive healing-based practice with its roots in Chinese medicine, from which Tai Chi grew as a meditative martial arts form. Students will learn about the historical origins, Chinese medicine principals, and underpinning philosophical values of both practices. They will also learn the techniques to develop a personal practice comprised of physical movements, breath techniques, posture, stretching, Tai Chi forms, and meditation to cultivate health and balance in the body.

GSHSWA300

Wanderlust: The Physical and Emotional Art of Walking

3 semester credits. This course will introduce students to the world of walking as an artistic, philosophical, political, literary, inspirational - as well as physical - experience. While exploring different types of walking, the concept of "wanderlust" will also be analyzed and discussed from both an anthropological and philosophical perspective, to provide students with a thorough overview of the traveling and walking experience both in natural and urban landscapes. Different types of walking activities will be an integral component of the course, allowing students to reflect upon walking as an act of desire, escape, imagination, freedom, rebellion, and well-being. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

GSHSYT300

Yoga Therapy: Philosophy and Practice

3 semester credits. This course is aimed to offer students already possessing a solid foundation of yoga knowledge and practice the tools to use the therapeutic functions of Hatha yoga in overcoming physical, mental, and emotional distress. Students will become familiar with health, wellness, and stress management topics through yoga practice in a therapeutic context. Through the hands-on approach to asanas, pranayama breathing exercises, and meditation techniques, students understand how to integrate yoga as a complementary treatment to medicine and a vital role in maintaining a healthy body and mind. The constant practice of awareness and observation combined with an analysis of anatomy and physiology applied to common pains and distresses will development the application of yoga therapy in individual and group contexts throughout the duration of the course.

GSHSER310

Eastern Religions and Philosophy

3 semester credits. This course is a survey of the different religions and philosophical systems of India, China, Japan, and Southeast Asia, including Hinduism, Jainism, Sikhism, Buddhism (Theravada, Mahayana, Vajrayana), Taoism, Confucianism, and Shinto. The course will examine a significant number of specific themes and concepts such as wisdom, virtue, liberation, enlightenment, yogic discipline, meditation, guru devotion, and ethical behaviour. Excerpts from important texts of covered traditions will be analyzed including The Upanishads, The Bhagavad Gita, the Tao Te Ching, The Dhammapada, and The Confucian Canon. The teachings and writings of influential contemporary spiritual leaders will also be discussed.

GSHSAY380

Lifetime Yoga and Ayurvedic Medicine

3 semester credits. This course is designed for students with a foundation in yoga practice and philosophy, anatomy and applications for health. "Everyone can do yoga" is an essential departure point for this course as students expand upon, apply, and adapt previous knowledge as they learn the essential elements of a wholesome, balanced and safe lifetime yoga practice. Through a hands-on approaches and lecture, students will learn best practices for pre and post natal yoga, kids yoga, over 60's yoga, as well as yoga for diversely abled persons. In addition, students will learn principles of ayurveda, the sophisticated ancient

Indian mind-body health system, to enhance the lifetime benefits of yoga. Ayurvedic concepts will be explored in the light of achieving the maximum benefits from yoga practice and in relation to modern medicine. Upon completion of this course, students will have further cultivated their practice of yoga and awareness, and will have gained the tools to adapt yoga practice throughout the stages of life. Prerequisite: Two previous yoga courses (including one intermediate-level course, or equivalent).

DEPARTMENT of Multicultural Diversity and Gender Studies

The Department of Multicultural Diversity and Gender Studies offers courses related to intimacy and sexuality, the definition of gender roles, contemporary slavery, and Italian culture with a special focus on gender relations in the Mediterranean.

GSDGIF280

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

GSDGIF285

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be

studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits.

GSDGWL290

Love Letters of Great Men and Women

3 semester credits. This course will explore love and romantic relationships through the words of notable individuals from the past. The letters written by great men and women - poets, novelists, musicians, philosophers, politicians, kings and queens - to their loved ones will provide an opportunity for students to examine the evolution of romantic relationships from the ancient Roman times to modern days, with a special focus dedicated to the 18th and 19th century. Through reading, analyzing, and discussing love letters and other background materials, students will explore the ties between the experience of love and its expression through the means of writing as a characteristic trait of human interaction, from an historical, social, cross-cultural, and literary point of view.

GSDGIF290

Multiculturalism, Food, and Religions in the Italian-French Riviera

6 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. Upon completion of the field learning week, the course continues as a regular academic session in Florence. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

GSDGSH300

#MeToo and Sexual Harassment

3 semester credits. #MeToo has rapidly moved from a social media hashtag to an international movement that demands changes in society towards how and what we view as sexual harassment. The power of the internet has become an integral tool in promoting empowerment through empathy by bringing together individuals that have been subject to harassment, and by exposing the predators that have exploited their power through pressure as well as force. This course aims to present a comprehensive history of sexual harassment to give the student a better understanding of how past events have contributed to the current movement. Examination of how the shifting standards of the 21st century have created a foundation for new definitions of acceptable behavior will provide an important tool for critical analysis of conduct between genders. Evaluation of sexual

harassment in gender relations will create new perspectives and sensitivity to the current movement as a way reinforce #MeToo, not just an assessment of a viral trend, but as a tipping point in contemporary society.

GSDGLS330

Intimate Relationships: Love, Sex, Romance

3 semester credits. This course will explore sex, love, romance, desire, and intimate relationships in the modern world from both global and historical perspectives. Topics include multicultural awareness and exploration of how identity formation, cultural norms, gender, xenophobia, class, and sexual orientation influence various ethnic and cultural stereotypes. Students will analyze how ethnicity, class, gender, nationality, ability, and sexuality intersect, along with the changing definitions of sexual respectability, prostitution and sex-based work in different contexts, sexual behavior and sexual ideals, trans-sexuality and trans-gender identities, the meaning of marriage, the cult of romance, sexual revolutions and gender conflict, state regulation of sexuality, global sexual epidemics, and love and sex in popular culture.

GSDGNN350

Neapolitan Novels: Elena Ferrante's Southern Italy

3 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines.

GSDGSR350

Love, Sex, and Marriage in Renaissance Italy

3 semester credits. Beginning with an examination of the "how to" advice manuals common to Italian households during the Renaissance period, this course explores various aspects of sexuality in Renaissance Italy. These aspects range from the aforementioned self-help books aimed at instructing young couples in sexual pleasure, to conception and childbirth, and an examination of the differing social roles of the common prostitute (meretrice) and the high-class courtesan (cortigiana). The theme of male homosexuality will also be explored with special focus placed on the intellectual climate of Renaissance Florence where the prevailing interest in Neoplatonic philosophy may have played a part in creating a more lenient moral climate for homosexuals. Discussions will take cue from Renaissance art in which erotic subjects became increasingly popular in courtly circles in the sixteenth century. Museum visits form an integral part of this course.

GSDGNN351

Neapolitan Novels: Elena Ferrante's Southern Italy

4 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning

will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

DEPARTMENT of Peace Studies

The Department of Peace Studies offers a range of courses related to conflict resolution, human and security, non-violence, and global governance.

GSPSRC270

Religion: Conflict, Violence, and Peace

This course focuses on defining critical themes that are both created by religion and resolved by it. Historically religion has been always been a trigger for conflict but it has also been a means to build peace and reconcile. This course will study religious violence and examples of tension and conflict both in past and in modern society by examining specific cases. It will also explore models of peace used in different religions and representations of peace today. New religious movements, terrorism, symbols of violence and peace, and political elements will be explored. The justification of violent practices and tolerance are fundamental issues that concern religion and the future of religion and conflict will be analyzed and the possibility of finding peace will be debated. Prerequisites: Introduction to Religious Studies, or equivalent.

GSPSHR280

Human Rights and International Criminal Justice

3 semester credits. In the 20th century the international community has progressively elaborated rules and procedures to state that certain behaviors are crimes and to ensure violations are punished acts. The course will provide an introduction to the birth, evolution, and contemporary challenges of human rights, humanitarian law, and the international systems to maintain peace or restore justice. It aims at offering an overview of the history of human rights from their appearance on the international scene to contemporary debates. Students will analyze the process of definition of crimes against humanity, crimes against peace, war crimes and genocide, and the mechanisms to protect humanitarian law, from the emergency logic of Nuremberg Trials after World War II to the institutionalization of International Criminal Justice and the various categories of humanitarian interventions: peacekeeping, peace-making, and peace-enforcing.

GSPSIR310

International Relations

3 semester credits. This course provides a survey of major concepts and issues in international relationships from 1919 to the present day. Course topics will discuss how and why things happen in the international state system. Issues include imperialism, anarchy, the Cold War, decision-making in foreign policy and world organizations, theories of cooperation and conflict, international security and arms control, international law, and international economic relations.

GSPSEW330

Ethics in a World Context

3 semester credits. The aim of this course is to introduce fundamental moral theories and standards and to encourage their application - through mechanisms of moral reflection and judgment - to ethical problems arising throughout the world. The course is articulated through a large number and variety of studies of moral cases drawn from various parts of the world that will require students to consider prescriptive moral theories. The study of matters such as the French legislation against veils in schools, reproductive rights in Italy, U.S. drug laws, and Iranian censorship vs. the value of liberty will inevitably result in meta-ethical reflections in terms of thinking about the nature of morality and the limits of moral judgment.

GSPSPI335

Islam and Politics

3 semester credits. This course analyzes the politics of the Muslim world by tracing the historical origins of Islamic religious doctrine and the spread of religious practice in different cultural contexts from South, Central, and South-East Asia to the Middle East, North Africa, and Europe. The course will introduce students to basic Islamic doctrines, the differences between Sunni and Shi'a traditions, Sufi mysticism, and Islamic fundamentalism. Topics will examine the interplay between religion, politics, and international relations, and students will explore the different forms of political institutions that govern Muslim

societies and the implications of class, race, gender, and modernism. An important focus will be on the identity of Muslims in Italy through the perspectives of guest speakers and the local Muslim community in Florence.

GSPSEG340

Ethics of Globalization

3 semester credits. Is globalization good or bad? For whom? Will it go away or is it here to stay? Do I need to worry about it? Globalization, free trade, improved communications, travel, and transportation, together with the information revolution have created new moral challenges and intensified existing ones across the planet. In reviewing the pros and cons of globalization, students will consider arguments from philosophers, economists, businessmen, labor leaders, environmentalists, journalists, etc., as they examine north-south relations, economic development, population growth and migration, environmental issues, and the state of international law concerning security and the flow of trade, ideas, and people.

DEPARTMENT of Urban Studies

The Department of Urban Studies offers courses focusing on the life and interaction within urban spaces in terms of environment, migration, and street culture.

GSUSSP220

Introduction to Street Photography

3 semester credits. This course considers how street photographers strive to capture the life and culture of city streets, searching for what Henri Cartier-Bresson termed the "Decisive Moment." When it comes to street photography, a skilled street photographer is able to anticipate action, interaction and that microsecond when the ordinary street scene becomes an extraordinary photograph. Methods that encourages interaction between the photographer and subject are stressed. Techniques mastered by Cartier-Bresson, Garry Winogrand, Costas as well as others will be examined. Students will immerse themselves in the whirl of street life in Florence as they move towards an understand of what it takes to successfully photograph in the street.

NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode.

GSUSNW220

Food, Wine, and the City: Florentine Neighborhood Walks

3 semester credits. The best way to get to know a city is to explore it by foot, wander its streets, gain confidence with its social life and surroundings, breathe in every corner of it, and be captured by the unique views, perfumes, and, especially in Italy, the food. Jean Brunhes wrote "To eat is to incorporate a territory" mainly because food, its ingredients, and the rituals connected to it, have represented the mirror of society since ancient times. This course offers a unique opportunity to immerse oneself into Florentine gastronomy and cultural background through neighborhood walks and tastings, using the city as one of most beautiful classrooms. Walking will give students the opportunity to see things that they otherwise would never see and to taste what's hidden in between the tourist food attractions. Going by foot means to stumble across areas of the city that are not always intended for tourists, maybe less fancy or famous, perhaps calmer and more beautiful, possibly with the best food ever tasted, along with neighborhood stories and curiosities to be discovered in tiny galleries or in hidden food and wine shops. Florence and its treasures are ready to be unveiled. Classes include tastings in gelaterie, gastronomie, enoteche, visits to food-related city spots, and suggestive walks in the secret Florence. The course is intended to provide academic knowledge through guided field learning activities that include research, on-site involvement, and topic assessment for each food and wine themed walk in Florence. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

GSUSIP240

iPhoneography in the City: Florentine Photography Walks

3 semester credits. This course explores the city of Florence through themed iPhoneography walks. iPhoneography is a photography concept that turns a mobile camera into a powerful, self-sustained, ready to use storytelling device. Using a visual approach, students will be immersed in the city's open-air cultural, historical, and artistic environments. Thanks to the exceptional architectural landscapes and social environments that Florence has to offer, lesson themes are designed to enable students to learn the basics of digital photography techniques and immediately apply them in real life situations. Itineraries include the Etruscan ruins of Fiesole, the Renaissance city center, the Modernist style of Campo di Marte, the traditional artisans of the Oltrarno, and multiculturalism in Santa Maria Novella. Students will develop a mature visual experience while learning the history and culture of Florence and its surroundings, including sites that are off the beaten track. The objective of this course is to walk the students through various genres of photography such as photojournalism, portraiture, landscape, and fashion photography while discussing specific techniques and the unique challenges of planning and taking pictures on location. Coursework will be showcased in a dedicated social media account showcasing the images produced during the course. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach allows students to gain a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, allowing for the overall experience to contribute to academic and personal enrichment.

GSUSFW280

Florentine Art Walks

3 semester credits. This course examines the city of Florence with themed walks offering a comprehensive approach to the city as an open-air cultural, historical, and artistic research site from its Roman foundation to its contemporary Zeitgeist. Students will learn the history of the city through its art: they will understand how buildings, streets, squares, and monuments can be mapped as living traces of multiple, overlapping layers of a complex past, and how to encode them in their personal appropriation of the city. Starting from learning how to decode the artistic environment of the city and to unveil its traces –both visible and invisible –the course aims at understanding the main social and cultural reasons underlying the existing shape of the city. The course explores traces and evidences from Roman times through Middle Ages, Renaissance, Mannerism and Baroque, up to Art Nouveau and contemporary Florence. Students will be provided with a consistent theoretical background related to relevant historic-artistic landmarks and their social and cultural context and main characters (Guelphs vs. Ghibellines, the Florentine Guilds, Dante, the Medici family, Botticelli, Michelangelo, Ghirlandaio, Ammannati, Pontormo, etc.). Students will be encouraged to develop their own experiential tools and strategies to approach the city through guided field learning activities that assess research, on-site involvement, and academic outcome for each themed walk in Florence. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

GSUSSC280

Style and the City: Florentine Fashion Walks

3 semester credits. Through a series of walks and visits through art and design this course intends to show famous and hidden fashion paths in Florence. A journey through time and space to discover the place that marked the birth of Italian fashion and opened the doors to Made in Italy. Back in 1954 Florence was the star of the fashion system, anticipating trends and stealing the exclusive scene from Paris. Italy embraced the “new” in fashion through the talent and genius of Giovanni Battista Giorgini, who staged the first ever Italian fashion shows in Florence. Students will discover a city of exquisite taste, tradition and artistic craftsmanship. Starting from the location of the first Italian cat walk held in the Sala Bianca of Palazzo Pitti, they will learn how to map the fashion environment of the city. From Renaissance to modern day inspiration, fashion is kept alive in the products that were designed here and that grace the beautiful city today. Designers, such as Gucci, Salvatore Ferragamo, Emilio Pucci, Stefano Ricci, Ermanno Scervino, and Roberto Cavalli, have all developed and changed through the years and they have all

surely blossomed here in Florence. The course is intended to provide academic knowledge through guided field learning activities that include research, on-site involvement, and topic assessment for each fashion themed walk in Florence. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

GSUSWA300

Wanderlust: The Physical and Emotional Art of Walking

3 semester credits. This course will introduce students to the world of walking as an artistic, philosophical, political, literary, inspirational - as well as physical - experience. While exploring different types of walking, the concept of "wanderlust" will also be analyzed and discussed from both an anthropological and philosophical perspective, to provide students with a thorough overview of the traveling and walking experience both in natural and urban landscapes. Different types of walking activities will be an integral component of the course, allowing students to reflect upon walking as an act of desire, escape, imagination, freedom, rebellion, and well-being. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

GSUSSE300

Sacred Florence Walks

3 semester credits. The development of the city of Florence and that of the Church are inextricably linked with one another; Christian, and more specifically, Catholic faith provided a framework for one's life, informed the development of social institutions and governing bodies, and inspired the development and flourishing of art and architecture during the period that would come to be known as the Renaissance. In short, this faith touched every aspect of life in the Florence of centuries past, and its present is still seen, felt, and experienced when moving through the dense urban fabric of the city. This course will also investigate the ways in which religious faith permeated numerous aspects of Florentine society and daily life, from the monasteries and convents spread throughout the city, to its charitable institutions and hospitals, to the care for the souls of the condemned, and, more joyfully, to celebratory traditions that survive to the present day. Themed walks will offer an opportunity to explore these themes through engaging with works of sacred art and architecture, as well as sites and routes of religious significance. Works and structures will be contextualized within the historic period in which they were produced, allowing students to understand how and why they were executed, as well as to explore the significance they would have held for their original viewers and to discuss what they mean to beholders today. The analysis of these spaces, places, and works will highlight additional layers of meaning and interpretation: life, death, violence, popular culture, and social change, among others. Open to students from all backgrounds and academic concentrations, this course will allow participants to discover the city of Florence through a unique lens while simultaneously encouraging them to learn about Italian historical epochs and the cultural diversity of its traditions. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

GSUSVP330

Vasco Pratolini's Florence: Readings and Cultural Walks

3 semester credits. Vasco Pratolini is one of the most important writers of the twentieth century in Italy and his writings embody the literary spirit of the city, its society, and its history during the years of Fascism and World War II. The course features poetic walks between the banks of Arno and several stops in Piazza Santa Croce and Piazza del Carmine, using the features of Pratolini's narrative to retrace several locations in Florence. The writer describes a geography of real and imaginary places in the city providing students with the opportunity to explore the city, discover the historical and traditional neighborhood, and be inspired by the writings and books by Pratolini as well as other Italian writers of the 1900s. This course includes an Italian language component for beginning language students. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

GSUSDF340

Dante Alighieri's Florence: Readings and Cultural Walks

3 semester credits. This course will examine excerpts of Dante Alighieri's greatest passages from the Divine Comedy and other works in relation to the space and history of Florence. Textual analyses will be performed, unpacking the dense symbolism and motifs reflective of the intellectual and moral climate during 14th century Florence. Students will visit churches, piazzas, and palaces within the city and will examine these locations in the context of Dante's life and surrounding controversy, the accusations and denunciations in his writings, the physical descriptions of the city, and the characters and historical figures present in his works. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

GSUSTW360

Contemporary Tuscan Writers: Vichi, Nesi, Genovesi - Readings and Cultural Walks

3 semester credits. This course will introduce students to the work of three contemporary Tuscan writers: Marco Vichi, Edoardo Nesi, and Fabio Genovesi, who represent a new generation of novelists whose stories are set in Tuscany. In class, students will read, analyze, and discuss extracts from selected novels and short stories by these authors. The course will provide students with a general overview of the Italian historical context from the Sixties and Seventies to the present day, and introduce students to the social and political situation in Italy and Tuscany during the related periods. Students will learn about Florentine society during the post-war economic boom, examine the situation of the nearby industrial center of Prato and its textile factories, and experience the atmosphere and the contradictions of Forte dei Marmi, a trendy beach town located on the Tuscan coast. Cultural walks represent an important part of this course. Students will explore Florence and its surroundings and visit a number of locations mentioned in the books covered by the course. This course includes an Italian language component for intermediate language students. During each lesson, students will learn Italian vocabulary and usage relative to the topics discussed in class. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment. Prerequisites: Two semesters of Italian language or equivalent.

SCHOOL OF HORTICULTURE (HC)

The School of Horticulture (HC) gathers the following departments: General Horticulture (GH) Horticulture studies at FUA-AUF focus on knowledge, techniques and development regarding fruits, vegetables, plants, and gardens. Courses examine the life cycle of plants from the nursery to the environment as well as flowering plants, shrubs and trees for public and private spaces. Coursework and activities provide an important basis for students seeking to gain experiences related to future involvement in agricultural and horticultural management.

DEPARTMENT of General Horticulture

The Department of Horticulture offers courses on plants and their processes, cultivation, and management. Topics include Italian themes such as the Italian garden and olive oil.

HCGHGG201

Grow Green and Learn Italian

3 semester credits. This course offers an innovative way to learn the Italian language and develop environmental consciousness while exploring Florence and its surroundings. Through the study of the relationship between humans and nature, the human role in ecology, and the sustainable management and conservation of natural resources, students will learn basic Italian vocabulary and usage in the form of experiential learning. The course aims to develop four basic Italian language skills (reading, writing, listening, and speaking), while providing experiences and on-site lessons aimed at expanding the connection between individuals and the natural world and developing sustainable lifestyles. Each topic, excursion, and experience will be supported by a structured class of Italian language, providing a great opportunity to explore Florence, its parks, its people, and its traditions from a new perspective while learning and practicing the Italian language. This course includes an Italian language component for beginning-level students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach.

HCGHEP240

Introduction to Environmental Plants

3 semester credits. This course will provide insight into how plants can enhance the physical, visual, and social environment. The use of ecological principles in developing sustainable, low-maintenance landscape systems will be addressed. Students will be introduced to classification, nomenclature, and the variety of ways in which plants affect and interact with the environment.

HCGHLV260

Leonardo Da Vinci: Art, Botany, Alchemy, and Recipes

3 semester credits. The genius of Leonardo Da Vinci is boundless and this course introduces students to his universal genius through an overview of his life, art, and his remarkable approach to the exploration of nature. Centuries before the scientific method of investigation became a standard for philosophers and scientists, Leonardo had already developed the essential characteristics that are still a part of the methodology today. Yet, his experiential and interdisciplinary approach to the world around him is still a mystery that continues to inspire current generations with the challenge to unveil the layers of his creative powers. In this course, students will have the opportunity to investigate Leonardo's intellectual evolution, his interest in botanical studies, and his quest to discover the secrets of nature that allowed him to become a master and inspiration of Renaissance art. Leonardo's unique path will be analyzed through a focus on his youth in Florence, his artistic career in Milan and France and the legacy of his masters, with investigation of his anatomical dissections and the inventions of extraordinary machines, as well as his approach to the mysteries of alchemy and some of his lesser-known interests. Not everybody knows that

Leonardo's genius also involved the study of table manners, the creation of kitchen utensils, and the planning of pioneering kitchen devices that will also be experimented in this course. Discussions on Leonardo's various studies and their outcomes, guided visits in locations related to his artistic and scientific vocation, field learning activities, and a series of practical workshops on recipes written and inspired by Leonardo's eclecticism will provide the tools to construct a comprehensive understanding of the man behind the genius. This class includes experiential learning with CEMI.

HCGHTW300

Grow, Cook, Heal: Therapy for Wellbeing

3 semester credits. The garden is a space traditionally associated with food cultivation and recreational activity, both are known to have an influence on wellbeing. This course explores a culture of wellness based on the fundamentals of horticulture therapy and the use plants and green spaces, as well as horticultural and culinary activities to promote wellbeing. Students will explore the traditions related to garden activities to foster cognitive, social, emotional, and physical wellbeing for individuals and specific groups (i.e. the elderly, children, individuals with special needs) in a variety of settings. Adapting horticultural therapy in diverse site conditions from sowing to cultivation and the preparation of food products from the garden harvest will be a focus of this course. Course topics will include principles of horticulture, soils and soil cultivation, plant propagation, and harvesting, and the therapeutic potential of farm to table practices. Students will experience first-hand the restorative powers of green spaces through garden management and cooking labs to examine the benefits of the natural environment as a fundamental outcome of this course. This course includes an Experiential Learning Project with CEMI.

HCGHTW304

Grow, Cook, Heal: Therapy for Wellbeing - Service Learning

4 semester credits. The garden is a space traditionally associated with food cultivation and recreational activity, both are known to have an influence on wellbeing. This course explores a culture of wellness based on the fundamentals of horticulture therapy and the use plants and green spaces, as well as horticultural and culinary activities to promote wellbeing. Students will explore the traditions related to garden activities to foster cognitive, social, emotional, and physical wellbeing for individuals and specific groups (i.e. the elderly, children, individuals with special needs) in a variety of settings. Adapting horticultural therapy in diverse site conditions from sowing to cultivation and the preparation of food products from the garden harvest will be a focus of this course. Course topics will include principles of horticulture, soils and soil cultivation, plant propagation, and harvesting, and the therapeutic potential of farm to table practices. Students will experience first-hand the restorative powers of green spaces through garden management and cooking labs to examine the benefits of the natural environment as a fundamental outcome of this course. This course includes an Experiential Learning Project with CEMI. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

HCGHfy320

Secret Gardens of Italy

3 semester credits. This course spans the history of Italian gardens from the 1200s to the 1700s. The course explores the evolution of the Italian garden landscape starting from the ancient Roman roots and the emergence of herbal gardens in medieval monasteries for medicinal remedies to the flourishing of early Renaissance masterpieces in the great palaces and villas of Italy. The early transformation of the garden from functional to recreational purposes will be examined in religious and humanistic contexts. A second phase of evolution from the recreation to symbols of power will be introduced through the gardens of ruling families and religious figures who combined garden aesthetics with experimentation and horticultural innovation until the late Renaissance. The course will conclude with the waning of the Italian garden in the 18th century, which ceded the domination of Italian gardens to the landscaping practices of France.

HCGHHT350

Special Project: Experiential Learning in Community Garden Management

3 semester credits. Through this special project course, students are involved in horticultural practices with a focus on community and wellbeing. Students will engage in plant-related activities to foster the cognitive, social, emotional, and physical wellbeing of different groups of users and types of contexts. Activities will focus on indoor/outdoor gardens through the use of tools, equipment, structures, and techniques used in horticultural practices. Topics include principles of horticulture, plant propagation, soils and soil cultivation, pests and diseases, watering management, and garden care. Students will experience first-hand the restorative powers of gardens, landscapes, and green spaces through direct experiences aimed at restoring the connectivity between green sustainability and society. Gardens in the urban landscape of Florence city center and the FUA-AUF campus network provide a rich backdrop for the field-based practices of this placement course. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Plant-based practices, horticultural therapy research, plant profiling and archiving, garden care and management, watering and propagation, final portfolio. Additional materials/Dress code: Garden-appropriate attire and protective clothing/shoes. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

SCHOOL OF LIBERAL ARTS (LA)

The School of Liberal Arts (LA) gathers the following departments: Art History (AH) Cinema and Theatre Studies (CT) Classical Studies (CS) Comparative Literature (CL) Criminology (CR) English Composition and Creative Writing (CW) Geography (GE) History (HS) International Education (IE) Music and Performing Arts (PA) Philosophy (PL) Political Science and International Relations (PS) Psychology (PY) Religious Studies (RS) The School of Liberal Arts and its related departments are structured as to provide students with a broad, interdisciplinary knowledge of the arts, humanities, and social sciences. Liberal arts at FUA-AUF are studied with the application of critical thinking and the global perspective. Coursework is enhanced by the practice of values, civic engagement, and community-based skills.

DEPARTMENT of Art History

The Department of Art History offers a broad spectrum of courses allowing students to follow a structured academic track related to education in the arts. The department provides students with a clear insight on the history of artistic and architectural movements, major masterpieces, artistic and architectural details, and aesthetics.

LAAHCI200

Cultural Introduction to Italy

3 semester credits. One week of on-site field learning in different locations before session start: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional

academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAAHCI202

Cultural Introduction to Italy

3 semester credits. The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and is aimed to provide the student with an incomparable experience of studying important sites of artistic architectural and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. Florence only.

LAAHCI207

Cultural Introduction to Italy

6 semester credits. One week of on-site field learning in different locations before semester/summer sessions: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). Upon completion of the field learning week, the course continues as a regular academic session in Florence. The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAAHAH210

Introduction to Art History

3 semester credits. This introductory art history course will take students through Italian and European art from the classical Greek and Roman periods up to and including the eighteenth century. Special emphasis will be given to Florentine and Italian art of the thirteenth and fourteenth centuries and to the "Golden Age" of the Renaissance. The course is aimed at students who have not taken a history of western art course before. Lectures will alternate with on-site teaching in Florence including architectural walking tours and visits to relevant museums, churches, and palaces.

LAAHSI215

Survey of Italian Art

3 semester credits. This course provides a comprehensive survey of Italian art and architecture through five major movements in Italian history, starting from the art of the Roman Empire. The Medieval period is analyzed from its Byzantine roots and influence, which transitioned into the groundbreaking flowering of Renaissance artistic culture. Coursework will continue with the evolution of Italian art through the intellectual and emotional complexity of Mannerism, and conclude with the Baroque period sparked by the Counter-Reformation agenda of the Catholic church. The parallel development of related disciplines and the political and sociological currents during the historic era of each major movement will provide a wider perspective of Italian art and architecture throughout the centuries. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAAHSI216

Survey of Italian Art

6 semester credits. This course provides a comprehensive survey of Italian art and architecture through five major movements in Italian history, starting from the art of the Roman Empire. The Medieval period is analyzed from its Byzantine roots and influence, which transitioned into the groundbreaking flowering of Renaissance artistic culture. Coursework will continue with the evolution of Italian art through the intellectual and emotional complexity of Mannerism, and conclude with the Baroque period sparked by the Counter-Reformation agenda of the Catholic church. The parallel development of related disciplines and the political and sociological currents during the historic era of each major movement will provide a wider perspective of Italian art and architecture throughout the centuries. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAAHIR220

Introduction to Renaissance Art

3 semester credits. This introductory course is intended for students who have little to no background in the history of Western Art. Before examining the beginnings of Renaissance art that took flourish in Florence in the fifteenth century, students will be given a broad overview of Greek and Roman art and architecture, whose emulation is fundamental to understanding the cultural revolution of the Renaissance. Through on-site visits to medieval churches and palaces in Florence, students will early on become familiar with the Romanesque and Gothic styles in which the first Renaissance painters, sculptors, and architects found their roots and from which they were to dramatically diverge. As site-visits are a significant part of this course, the focus will be on Florentine artists such as Masaccio, Donatello, Brunelleschi, Fra Angelico, Botticelli, Leonardo da Vinci, and Michelangelo. By way of comparison, consideration will also be given to other important centers of art in Italy such as Venice, Siena, and Ferrara. In addition to analyzing the style and subject matter of works of art, students will learn about the techniques of painting and sculpture and comparisons will be made with techniques in other countries during the same period, for example the use of oil paints in Flemish painting.

LAAHSS250

Symbols and Symbolism in Western Art

3 semester credits. This course is divided into three parts. Since religious subject matter dominated Western art up to the end of the seventeenth century, the first part of the course will look at Christian symbolism in art and help students to decipher the visual language of images and objects in religious paintings, sculpture, architecture, and objets d'art. The emphasis will be on Italian art from the medieval and Renaissance periods, whose symbols can range from the straightforward identification of saints by objects they hold, to the more complex messages relating to Christian belief such as the concept of incarnation. The second part of the course will have a more secular focus (with an inevitably strong interconnection with religious symbolism). Through a concentration on Italian ruling families (i.e. the Medici in Florence), students will learn about the importance and significance of emblems (impresie) and symbols adopted by individuals and families during the period of the Italian Renaissance. In conclusion, students will look at the ways through which geometry is used symbolically in art and architecture to communicate a specific belief. With this regard topics feature geometric forms such as the circle, triangle, square, pentagon, and related two and three-dimensional forms such as the cross, spiral, Golden Mean, and Platonic solids. Museums visits integrated to the course include the Uffizi Gallery and the Bargello Museum.

LAAHLV260

Leonardo Da Vinci: Art, Botany, Alchemy, and Recipes

3 semester credits. The genius of Leonardo Da Vinci is boundless and this course introduces students to his universal genius through an overview of his life, art, and his remarkable approach to the exploration of nature. Centuries before the scientific method of investigation became a standard for philosophers and scientists, Leonardo had already developed the essential characteristics that are still a part of the methodology today. Yet, his experiential and interdisciplinary approach to the world around him is still a mystery that continues to inspire current generations with the challenge to unveil the layers of his creative powers. In this course, students will have the opportunity to investigate Leonardo's intellectual evolution, his interest in botanical studies, and his quest to discover the secrets of nature that allowed him to become a master and inspiration of Renaissance art. Leonardo's unique path will be analyzed through a focus on his youth in Florence, his artistic career in Milan and France and the legacy of his masters, with investigation of his anatomical dissections and the inventions of extraordinary machines, as well as his approach to the mysteries of alchemy and some of his lesser-known interests. Not everybody knows that Leonardo's genius also involved the study of table manners, the creation of kitchen utensils, and the planning of pioneering kitchen devices that will also be experimented in this course. Discussions on Leonardo's various studies and their outcomes, guided visits in locations related to his artistic and scientific vocation, field learning activities, and a series of practical workshops on recipes written and inspired by Leonardo's eclecticism will provide the tools to construct a comprehensive understanding of the man behind the genius. This class includes experiential learning with CEMI.

LAAHFW280

Florentine Art Walks

3 semester credits. This course examines the city of Florence with themed walks offering a comprehensive approach to the city as an open-air cultural, historical, and artistic research site from its Roman foundation to its contemporary Zeitgeist. Students will learn the history of the city through its art: they will understand how buildings, streets, squares, and monuments can be mapped as living traces of multiple, overlapping layers of a complex past, and how to encode them in their personal appropriation of the city. Starting from learning how to decode the artistic environment of the city and to unveil its traces –both visible and invisible –the course aims at understanding the main social and cultural reasons underlying the existing shape of the city. The course explores traces and evidences from Roman times through Middle Ages, Renaissance, Mannerism and Baroque, up to Art Nouveau and contemporary Florence. Students will be provided with a consistent theoretical background related to relevant historic-artistic landmarks and their social and cultural context and main characters (Guelphs vs. Ghibellines, the Florentine Guilds, Dante, the Medici family, Botticelli, Michelangelo, Ghirlandaio, Ammannati, Pontormo, etc.). Students will be encouraged to develop their own experiential tools and strategies to approach the city through guided field learning activities that assess research, on-site involvement, and academic outcome for each themed walk in Florence. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

LAAHCC285

Italian Civilization and Culture: Introduction to Art and Architecture

6 semester credits. This field learning course engages the student in topics related to Italian civilization and culture through direct experience and on-going research. Places of historic, archeological, artistic, architectural, religious, and culinary importance will be introduced on-site as students are guided by the instructor to contextualize an interdisciplinary understanding of Italy. The 3-week course focuses on three distinct areas of geographic interest in Italy: Northern Italy and its relationship to Europe; Southern Italy's proximity to Middle Eastern and Mediterranean cultures; and Central Italy's cultural dominance due to the Etruscan, Roman, and Renaissance influence. Pre-course research is required through the analysis and study of designated resources and bibliographies. On-site fieldwork and assessment are conducted on a daily basis between the instructor and students. Discussion, recording, and presentation are essential forms of re-elaborating the course topics. The course emphasizes both ancient and contemporary art through museum and site visits, and architectural locations such as palaces, villas, and gardens. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAAHRW290

The Renaissance Artist Workshop

3 semester credits. This course examines the relationship between Florentine art during the Renaissance and the immediate conditions in which it was created. The training of Renaissance artists will be explored through an examination of the highly regulated workshop (bottega) system. The organization of workshops, the social position, and material conditions of artists will be considered along with the main materials used in the creation of works of art ranging from large scale bronze sculptures for public spaces in Florence to small objets d'art for the home. Much emphasis will be placed on the wide variety of works that all artists were trained to produce. The techniques examined will include fresco painting, egg tempera on panels, and the later introduction of oil painting. Drawing techniques will receive particular attention through topics such as underdrawings (sinopie) for mural paintings, silver point drawings, and the revolutionary drawing methods used by Leonardo da Vinci. In considering sculpture, students will be introduced to the wide range of materials used in the Renaissance period, i.e. wood, clay, glazed terracotta, marble, bronze, limestone, gold and silver. Coursework will also cover the techniques employed by Michelangelo, whose many unfinished works reveal great works of art "in the making." The course includes on-site visits to museums, galleries, and churches as well as to present-day craftsmen's "botteghe" in Florence.

LAAHSF300

Sacred Florence Walks

3 semester credits. The development of the city of Florence and that of the Church are inextricably linked with one another; Christian, and more specifically, Catholic faith provided a framework for one's life, informed the development of social institutions and governing bodies, and inspired the development and flourishing of art and architecture during the period that would come to be known as the Renaissance. In short, this faith touched every aspect of life in the Florence of centuries past, and its present is still seen, felt, and experienced when moving through the dense urban fabric of the city. This course will also investigate the ways in which religious faith permeated numerous aspects of Florentine society and daily life, from the monasteries and convents spread throughout the city, to its charitable institutions and hospitals, to the care for the souls of the condemned, and, more joyfully, to celebratory traditions that survive to the present day. Themed walks will offer an opportunity to explore these themes through engaging with works of sacred art and architecture, as well as sites and routes of religious significance. Works and structures will be contextualized within the historic period in which they were produced, allowing students to understand how and why they were executed, as well as to explore the significance they would have held for their original viewers and to discuss what they mean to beholders today. The analysis of these spaces, places, and works will highlight additional layers of meaning and interpretation: life, death, violence, popular culture, and social change, among others. Open to students from all backgrounds and academic concentrations, this course will allow participants to discover the city of Florence through a unique lens while simultaneously encouraging them to learn about Italian historical epochs and the cultural diversity of its traditions. The classroom approach of this course is based on experiencing the city of Florence as the academic space for

learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

LAAHRA320

Renaissance Art in Florence

3 semester credits. This art history course provides students with a unique and stimulating opportunity to study Renaissance art in Florence - the city of the movement's birth. The course will provide students with an in-depth exploration of Florentine Renaissance painting, sculpture, and architecture throughout the 15th century and into the beginning of the 16th century. Students will not only learn to identify and analyze the individual styles of artists such as Montello, Brunelleschi, Masaccio, Fra Angelico, Botticelli, Verrocchio, Leonardo da Vinci, and the young Michelangelo, but they will also be able to relate the artists and their work to the social, religious, philosophical, political, and cultural contexts of the time. Patronage conditions will be examined with a particular emphasis on the Medici family as arbiters of taste. Visits to museum, churches, palaces, and other modes of on-site teaching form an integral and essential part of this course. Students will also be expected to carry out assignments related to museums and other art historical sites not included in the class visits. Prerequisites: College-level survey course on Western Art or equivalent.

LAAH FY320

Secret Gardens of Italy

3 semester credits. This course spans the history of Italian gardens from the 1200s to the 1700s. The course explores the evolution of the Italian garden landscape starting from the ancient Roman roots and the emergence of herbal gardens in medieval monasteries for medicinal remedies to the flourishing of early Renaissance masterpieces in the great palaces and villas of Italy. The early transformation of the garden from functional to recreational purposes will be examined in religious and humanistic contexts. A second phase of evolution from the recreation to symbols of power will be introduced through the gardens of ruling families and religious figures who combined garden aesthetics with experimentation and horticultural innovation until the late Renaissance. The course will conclude with the waning of the Italian garden in the 18th century, which ceded the domination of Italian gardens to the landscaping practices of France.

LAAHAP325

Art and Places: From Renaissance Florence to the Contemporary Metropolis

3 semester credits. This course represents a comparative study of art as an expression of human experience from the aesthetic paradigms developed during the Renaissance to the contemporary perception of beauty. Major artists and influences will be analyzed in terms of styles and movements across eras and in relation to the concept of place. The course will examine the contrasts between the multiple identities emerging in Florence as diverse ways to convey art and beauty. Course topics and learning approaches feature an experiential pathway for understanding the evolution of artistic language and its potential future directions.

LAAHAR340

Italian Renaissance Architecture

3 semester credits. This course explores the principal architects, monuments and themes of fifteenth and sixteenth century Italian architecture. The course includes site visits in the city of Florence. Emphasis will be on Renaissance architecture in Florence, but will also include architectural developments in Rome, Urbino, Mantua, Verona and Vicenza. Special topics will include: architectural theory, Medici and papal patronage, urban planning, and church and palace design. A special focus will be dedicated to architects: Brunelleschi, Alberti, Michelozzo, Giuliano Sangallo, Bramante, Antonio Sangallo the Younger, Michelangelo, Giulio Romano and Palladio. Visits to key Renaissance buildings and urban spaces in Florence are included.

LAAH HM345

High Renaissance and Mannerism

3 semester credits. The High Renaissance style in the first half of the sixteenth century is considered to be the apex of the Italian Renaissance art that had been initiated a century prior. Dominated by the achievements of Leonardo da Vinci, Bramante, Michelangelo, and Raphael, it is a classic style of harmony and balance which was to serve both as a model as well as a point of

departure for a new generation of painters, sculptors, and architects who took the formal vocabulary of the High Renaissance and transformed it into the style known as Mannerism. This varied and often contradictory style, which explored anti-classicism, subjective expression and complex movement as well as a highly polished and stylish sophistication, will be placed in the context of the profound social, religious, and scientific turmoil that characterized much of the sixteenth century in Italy. The course begins with an overview of the High Renaissance style particularly in Florence, Rome, and Venice before considering the main exponents of the Mannerist style including Rosso Fiorentino, Pontormo, Parmigianino, Giulio Romano, Bronzino, and Giambologna. Prerequisites: Introduction to Western Art or its equivalent.

LAAHHB350

Michelangelo, Caravaggio, Bernini

3 semester credits. Through an in-depth focus on three major Italian artists - Michelangelo, Caravaggio and Bernini - this course will examine the development of significant artistic movements from the High Renaissance to the Baroque. Michelangelo Buonarroti's genius in painting, sculpture, and architecture epitomizes the 16th century High Renaissance, but at the same time his achievements paved the way for the Baroque style. The Baroque will be examined through the work of two of the most innovative and original artists of the 17th century: Caravaggio and Gian Lorenzo Bernini. The dramatic supra-realistic paintings of Caravaggio will be related to his equally dramatic lifestyle. The impact of Caravaggio's style in Northern Europe will be discussed in detail. Gian Lorenzo Bernini, whose name has become synonymous with the High Baroque, produced sculpture and architecture that can be read as compelling visual embodiments of the Roman Catholic Counter-Reformation and the idea of the "Church Triumphant," as well as of secular absolutism. Lectures in the classroom and on-site visits in Florence provide the student with a detailed knowledge of the three artists and their oeuvre within the context of political, religious, and social history. This course may include a field learning activities. Prerequisites: Survey of Western Art or equivalent.

LAAHAP350

Art and Places: New Trends in Contemporary Art

3 semester credits. This one-week study away course will focus on the relationship between the city of New York and its avant-garde movements in order to understand what inspires new artists to create, share, and celebrate new forms of art as well as new creative trends. Through hands-on and on-site experience in the urban context of the city, students will expand their understanding of and literacy in contemporary art. Areas of analysis include the complex relationship between the city and its inhabitants, especially in connection with new artist generations and their need to express perspectives on the cultural, political, and social dynamics of the city. Prerequisites: A Survey of Western Art or equivalent.

LAAHAA355

Art and Architecture in Florence and Tuscany

3 semester credits. This course explores the principal architects and artists, monuments, and themes from the 1300s up to the 1500s in Italian art and architecture. Course topics include lectures and are supported by site visits in the city of Florence. A key emphasis will be on Renaissance architecture in Florence, and architectural developments in other Italian towns will also be analyzed. Special topics will include architectural theory, Medici and papal patronage, urban planning, and church and palace design. Architects such as Brunelleschi, Michelozzo, Alberti, and Michelangelo will provide important points of reflection and study while visiting a curated selection of Renaissance buildings and urban spaces in Florence. Prerequisites: One lower-level History, Art History, History of Architecture course, or equivalent.

LAAHCI360

Contemporary Italian Art

3 semester credits. The course explores the works of artists who, over the last 50 years, have made today's art and constructed the relationship between artists and the city of Florence in the Italian context. Emphasis is placed on comparing the panorama of traditional, historic Florence and Italy to international contemporary art. The course will involve lectures (a survey of art in Tuscany and Italy, including abstract experiences, Italian pop art, minimal art, Poesia viva, Trans-avant-gardism and the present-day tendencies of figurative art) and fact-finding visits to artist ateliers where course participants are encouraged to ask questions, i.e. which factors led artists towards certain decisions, which cultural forces led artists to adopt certain forms, etc. The course alternates between fieldwork for visiting galleries and ateliers and carrying out interpretative analyses of the fieldwork in the classroom. The course encourages contact with the living tissue of art. The Florentine creative scene, vibrant but rooted in history, is varied and complex; this course gives the student the opportunity to establish direct, informed contact with it. Prerequisites: Introduction to Art History or equivalent.

LAAHMA360**Masters of Architecture**

3 semester credits. This course consists of theoretical and practical approaches that gradually and comprehensively allow the student to approach the logic of composite syntax and design problematics of contemporary architecture. Students will conduct a critical analysis of concrete examples of architecture through the works of globally recognized architects, presented in individual lessons focusing on a direct and cross-sectional approach in order to draw out significant relationships of methods and language from their projects and singular experiences. The principal objective posed by this course is to understand the original features of an architectural project or research, starting from a reflection upon the "elements of architectural composition," their application, and the evolution of architecture. The analysis is conducted with a historical timeframe, starting from a study of the masters of architecture such as Boullée and Palladio and how the application of their teachings is located in subsequent architects such as Thomas Jefferson and arrives at the works of masterpieces modern architects such as Le Corbusier, Louis Khan, Mies van der Rohe, and Frank Lloyd Wright and those from the Italian panorama including Carlo Scarpa. The concluding studies will be concentrated on current masters working in the field such as Alvaro Siza, Peter Zumthor, and Santiago Calatrava.

LAAHTC370**Art Theory and Criticism**

3 semester credits. This course examines major philosophies and concepts that have contributed to the discussion of art theory, aesthetic discourse, and criticism in the wider context of contemporary society. Reading and analyzing various texts from antiquity to the present, students will explore the underlying questions and meanings of art and how they interact or conflict throughout the development of Western thought, behavior, and society. The aim of this course is to utilize art theory foundations in order to develop an informed critical analysis. Texts covered in class will include writings by philosophers, critics, and artists such as Plato, Alberti, Kant, Benjamin, Greenberg, Barthes, Baudrillard, Lippard, and Trin T. Minha. Prerequisites: Introduction to Art History.

LAAHCS400**Cultural Studies Capstone**

3 semester credits. The cultural studies capstone course provides the student the opportunity to integrate many of the topics of the overall course of study. During this project, students must apply their cumulative knowledge and experientially acquired skills to complete the course project.

DEPARTMENT of Cinema and Theater Studies

The Department of Cinema and Theater Studies mainly focuses on the Italian theatrical scene and on Italian cinema, offering historical surveys and examining both traditional modes and themes and more contemporary issues. Through films, students will be able to acquire a deeper perspective of topics related to European politics, Italian society, fashion, art, the Second World War, and the Holocaust.

LACTIC220**History of Italian Cinema**

3 semester credits. This course traces the history of Italian cinema from the 1940s to the present day. The evolution of Italian cinema is explored through an overview of the different genres of movies, from Neorealism to the commedia all'italiana, the spaghetti western, and the auteurism of the 1960s, 1970s, and in contemporary times.

LACTCC300**Contemporary Italian Cinema**

3 semester credits. The focus of this course is contemporary Italian cinema from the 1980s up to the present day. The following films will be studied in particular: Tornatore's *Cinema Paradiso*, Moretti's *Polombella Rossa*, and Benigni's *La Vita è Bella*. All films will be discussed with reference to political, social, and aesthetic issues in contemporary Italy. Please note that film viewing hours are scheduled outside of the regular class times.

DEPARTMENT of Classical Studies

The Department of Classical Studies is focused on the teaching of Latin, ancient history, and archaeology. Students advance in their knowledge of the classics and explore the origins of Western civilization and life in the Greek, Roman, and Etruscan societies.

LACSRW310

Daily Life in the Roman World - Pompeii and Rome

6 semester credits. This course focuses on life in ancient Rome by examining Pompeii as a model of Roman society. Students will study the ancient Roman city of Pompeii before its destruction by the eruption of Mount Vesuvius in A.D. 79. By examining the surviving artworks (frescoes, sculpture, objects d'art and architecture), and by reading primary sources, students will explore the daily life of ancient Pompeii including its economy, religious practices, entertainment, urban development, politics, and relationship with Rome. Students will spend four days on-site between Rome and Naples. In Rome students will visit the Forum, Colosseum, Pantheon, National Museum of Rome, and Baths of Caracalla before moving on to Naples where they will finish their presentations on-site in Herculaneum and Pompeii and visit the crater of Vesuvius. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LACSAH325

The Age of Heroes: Iliad, Odyssey, Aeneid

3 semester credits. This course is a general overview of ancient literature through the analysis and comparison of one of the oldest works of western civilization. Through the reading of some significant chapters taken from the Iliad, Odyssey, and Aeneid, students will examine the aristocratic world and heroes described by Homer in 8-7th century BC in order to reconstruct the society of early Greece. The stories presented in these three works, fundamental for classical civilization, show how Greeks used myth to express archetypal values that became immortal for successive generations. Myths are analyzed not only as incredible stories but also as bearers of important messages about life within society and as primary forms of communication and instruction.

DEPARTMENT of Comparative Literature

The Department of Comparative Literature examines some of the major themes related in fiction and poetry and track their cultural, social, and historical development.

LACLBT280

Bibliotherapy: Reading, Healing, and Wellness

3 semester credits. Bibliotherapy is a systematic method that utilizes literature and other narrative forms to transform traditional reading into a strategy to cope with a variety of psychological conditions. The activity of reading as a healing practice comes from a longstanding tradition: bibliotherapy dates back to ancient Greece, when libraries were seen as sacred places with healing powers. Particular attention will be given to the history of using literature for healing purposes, starting from the first historical references to the present day. This course will focus on developing a deep understanding of the therapeutic functions of books for psychological issues such as depression, eating disorders, anxiety, post-traumatic stress, and emotional and social development in adolescence. Coursework will examine the spectrum of bibliotherapeutic techniques and will enable students to experience bibliotherapy in action.

LACLB285

Bibliotherapy: Reading, Healing, and Wellness Experiential Learning

3 semester credits. Bibliotherapy is a systematic method that utilizes literature and other narrative forms to transform traditional reading into a strategy to cope with a variety of psychological conditions. The activity of reading as a healing practice comes from a longstanding tradition: bibliotherapy dates back to ancient Greece, when libraries were seen as sacred places with healing powers. Particular attention will be given to the history of using literature for healing purposes, starting from the first historical references to the present day. This course will focus on developing a deep understanding of the therapeutic functions of books for psychological issues such as depression, eating disorders, anxiety, post-traumatic stress, and emotional and social development in adolescence. Coursework will examine the spectrum of bibliotherapeutic techniques and will enable students to experience bibliotherapy in action. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

LACLWL290

Love Letters of Great Men and Women

3 semester credits. This course will explore love and romantic relationships through the words of notable individuals from the past. The letters written by great men and women - poets, novelists, musicians, philosophers, politicians, kings and queens - to their loved ones will provide an opportunity for students to examine the evolution of romantic relationships from the ancient Roman times to modern days, with a special focus dedicated to the 18th and 19th century. Through reading, analyzing, and discussing love letters and other background materials, students will explore the ties between the experience of love and its expression through the means of writing as a characteristic trait of human interaction, from an historical, social, cross-cultural, and literary point of view.

LACLT340

Literature of the Grand Tour of Italy

3 semester credits. Since antiquity, travel has been one of the most fascinating experiences in the lives of individuals or groups of people, and Italy has emerged as one of the most desired destinations amongst international travelers. The term "Grand Tour" was used for the first time in 1670 by the British priest Richard Lassels and it specifically refers to the traveling experiences of European nobility and upperclass individuals in Italy and France during the 17th and 18th centuries. Especially in the second part of the eighteenth century, the Grand Tour became an essential ingredient in a young gentleman's life and general education. "A man who has not been in Italy is always conscious of an inferiority, from his not having seen what it is expected a man should see," said the critic Samuel Johnson, expressing a view widely shared by his contemporaries. This course will analyze the literature generated by the Grand Tour experience in Italy and its continuation and development in the 20th century. The main focus of the course will be the textual analysis of the essays, letters, and diaries written by some of the most famous authors who resided and traveled in Italy. The selection will include writings by Byron, Shelley, Goethe, Stendhal, Dickens, Mark Twain, Mary McCarthy, Kate Simon, and Christopher Woodward.

LACLPC355

Literature of Migration

3 semester credits. This course explores the theme of migration in contemporary postcolonial literature. The focus will be on both fictional and non-fictional modes of transcribing the experience of dislocation. A special emphasis will be placed on the role played by literary tradition in the writer's shaping of personal identity; the first lessons will provide students with the basic theoretical tools to help them discuss a literary text (especially autobiographical writings). Experimentation of form as well as significant innovations in content will be covered with in detail. Students will also be introduced to the basic historical events and changes of such countries as India, Pakistan, Sri Lanka, South Africa, and Algeria in order to better understand past and contemporary interactions between the ex-colonies of ex-colonial powers such as Britain and France. Readings will include works by J.M. Coetzee, Michael Ondaatje, Hanif Kureishi, Jhumpa Lahiri, Azouz Begag, Salman Rushdie, and Edward W. Said.

LACLE360

Literature in European Cultures

3 semester credits. The course considers literature and European identity, focusing on post-war mutations in traditional fictional themes and techniques as a consequence of world-historical events, the new metropolis-bound life-style, new ideologies, and the reconstruction of the self. The selected literature covers the period from the Colonial Empires to Fascism, Nazism, and the Second World War, and events such as the impact of 9/11 on European lifestyle and mentality. Literary sources will refer to countries such as England, Italy, Portugal, France, Germany, Switzerland, and Czechoslovakia.

DEPARTMENT of Criminology

The Department of Criminology provides a theoretical background regarding international organizations, international terrorism and organized crime, conflict management, and human rights.

LACRIO250

International Organized Crime

3 semester credits. This course aims at providing instruments of knowledge, analysis, and evaluation on the main international organized crime organizations as the various types of Italian, Russian, and Albanian mafia, South American Cartels, Chinese Triads, and Japanese Yakuza. Topics cover the identification of their historical, economic, political, and social causes as well as the factors that have produced and supported them and their contemporary markets. Students analyze the range of instruments and strategies to fight against illegal activities. An important focus of the course is to present the specific structural and phenomenological aspects of international mafia and criminal organizations and their role in global economies and politics, as well as a glance at some of the cultural languages through which these organizations have been narrated and represented.

LACRHR280

Human Rights and International Criminal Justice

3 semester credits. In the 20th century the international community has progressively elaborated rules and procedures to state that certain behaviors are crimes and to ensure violations are punished acts. The course will provide an introduction to the birth, evolution, and contemporary challenges of human rights, humanitarian law, and the international systems to maintain peace or restore justice. It aims at offering an overview of the history of human rights from their appearance on the international scene to contemporary debates. Students will analyze the process of definition of crimes against humanity, crimes against peace, war crimes and genocide, and the mechanisms to protect humanitarian law, from the emergency logic of Nuremberg Trials after World War II to the institutionalization of International Criminal Justice and the various categories of humanitarian interventions: peacekeeping, peace-making, and peace-enforcing.

LACRRM350

Rape, Marriage, and Legalized Crime in Italy

3 semester credits. This course examines the relationship between gender inequality and the legal system. Topics include abortion, marriage, divorce, custody, equal pay, sexual harassment, rape, pornography, and prostitution. Students are introduced to basic legal research tools, such as statutes, regulations, cases, and legal literature. Bride kidnapping, also known as marriage by abduction or marriage by capture, is a practice known throughout history and around the world through which a man abducts the woman he wishes to marry. Specific case studies will be covered such as the "fuitina" in Italy, which was a widespread practice in Sicily and the south. In theory and in some cases, it was an agreed elopement between two youngsters, in practice it was often a forcible kidnapping and rape followed by a so-called "rehabilitating marriage" (matrimonio riparatore). In 1965, this custom was brought to national attention by the case of 17-year-old Franca Viola, abducted and raped by a local small-time criminal, with the assistance of a dozen of his friends. When she was returned to her family after a week, she refused to marry her abductor, contrary to local expectations. Her family courageously supported her decision, and suffered severe intimidation for their efforts. Ultimately, the kidnappers were arrested and the main perpetrator was sentenced to 11 years in prison. The exposure of this archaic and intransigent system of values and behavioral mores caused great national debate. A 1970 film, "La moglie più bella" (The Most Beautiful Wife) by Damiano Damiani and starring Ornella Muti, is based on the case. Article 544 of the Italian Penal Code was amended only in 1981, when by law, rape could not be cancelled by marriage.

LACRNN350

Neapolitan Novels: Elena Ferrante's Southern Italy

3 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines.

LACRNN351

Neapolitan Novels: Elena Ferrante's Southern Italy

4 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LACMHM380

History of the Mafia

3 semester credits. This course discusses the origins and development of the Mafia in the context of Italian politics, economics, and society from the nineteenth century to the present day. It analyzes the nature of Mafia activities and their international relevance. Special focus will be given to judicial procedures against the Mafia and the experiences of key individuals and groups contrasting their illegal activities.

LACRCM390

Contemporary Mafia and Antimafia

3 semester credits. This course presents the specific structural and phenomenological aspects of the various types of mafia operating in Italy and internationally. Topics analyze contemporary criminal, social, cultural, and political features of mafia-related groups and explore traditional and emerging illegal markets. The course describes main Italian and international law policies and legislations to contrast this type of organized crime and the experiences of leading individuals and groups developing a culture of legality to combat the mafia.

DEPARTMENT of English Composition and Creative Writing

The Department of English Composition and Creative Writing introduces the student to university-level writing and expands their critical abilities. Several types of written work is examined from fiction and non-fiction perspectives as well as academic writing.

LACWRS070

Research and Academic Skills

3 semester credits. This course provides students with the fundamental skills of academic writing for undergraduate studies. The aim of the course focuses on the process of writing and how to organize and structure an essay. Students will learn about the phases of preparing (brainstorming, mapping, outlining), drafting, reviewing and revising, and editing papers that successfully analyze topics as required by academic courses and research. Topics also include strategies for improving coherence, discourse, summarization, as well as the proper use and citation of sources.

LACWWR101

Fundamentals of Writing

3 semester credits. This course reinforces the foundational undergraduate writing skills of essay preparation and organization by integrating critical reading to writing strategies. Students will review college-level writing skills according to the academic approaches of reviewing, analyzing, and responding to the concepts of other authors within their own work. The aim of the course is to cultivate the ability to create samples of academic writing supported by a well-planned argumentation and a critical response to both the discipline and related commentary as provided by scholars and critics.

LACWEL180

English as a Foreign Language for Beginners

3 semester credits. This course will allow students to develop foundational vocabulary and grammatical structures in order to communicate in English. Students will develop the key reading, writing, and analytical skills that will enable them to be successful in future levels. They will practice all four skills of language learning –reading, writing, listening, speaking –and be exposed to the English of native speakers via the course instructor and other media focusing on the spoken message in order to comprehend and produce a meaningful response. Students will have the opportunity to practice speaking in structured conversations with their peers. The course involves several projects requiring students to present information to the class using newly acquired language skills. Students will also be asked to read a variety of modified texts to acquire diverse strategies for text comprehension, and have the opportunity to practice grammar structures and new vocabulary by writing a series of short texts. Course content: numbers and time, describing your family, professions, talking about home and where you live, likes and dislikes, shopping, directions, accommodation, travel and transport. Levels covered: A1 and A2

LACWCW200

Creative Writing

3 semester credits. This course is based on an introduction to fiction writing. Topics cover the technical elements of fiction writing through lectures and in-class writing exercises that develop dialogue, voice, plot, image, character development, point of view, scene, structure, and other prose skills. Coursework will be further enriched with assignments that students will use in writing more substantial pieces of fiction. Students will learn to critique work from a writer's perspective. Prerequisites: Foundational writing skills are not covered. Students are expected to apply a strong command of syntax, structure, and style according to the course topic.

LACWCR230

Critical Writing

3 semester credits. This course adds a critical dimension to writing skills through analysis and advocacy. Students will examine language from the perspectives of logic, induction/deduction, facts, inference, judgements, and formal and informal fallacies of written expression. Reasoning and argumentation approaches are covered and exercised through the writing projects required by the course. Critical writing is also examined according to the awareness of diverse contexts and audiences and developing persuasive claims through reasoning and evidence. Prerequisites: At least one college writing course or equivalent.

LACWWM250**Writing for Digital Media**

3 semester credits. This course looks at a variety of writing practices required of digital journalists and web writers, both in style and in subject matter. Students will gain experience writing diverse types of stories: investigative, news, feature, editorial, sports, entertainment, etc. They will learn how to write effectively for a targeted audience on a variety of digital platforms (such as websites including online versions of established media and wikis, blogs, applications and social media, multi-user communities and spaces, and smart device communication), document sources in a professional way, evaluate and critique their own publications, and about how online writing affects publication and interacts with social and civic participation. This course will also give students a further understanding of the principles, ethics, and practice of journalism in increasingly digitalized formats. This class includes experiential learning with CEMI. Prerequisites: Foundational writing skills are not covered. Students are expected to apply a strong command of syntax, structure, and style according to the course topic.

LACWIM270**Introduction to Memoir**

3 semester credits. This is a course for those students interested in autobiographical writing as a means of clarifying their own perception of the world, as an instrument to improve writing skills, and as a source of potential material and ideas for creative writing in both poetry and prose. Students will learn the use of narration and reflection and the distinction between private and personal. Students will regularly share writing exercises with the class for critique and discussion. Reading and analyzing the autobiographical work of major writers will play an integral role in the course. Prerequisites: At least one college writing course or equivalent.

LACWEL290**English as a Foreign Language Intermediate**

3 semester credits. This intermediate-level course develops linguistic understanding and production by focusing on syntax, continued vocabulary development, reading, listening comprehension, speaking, pronunciation skills, and writing. In this course, students will review grammar fundamentals and progress to more complex elements of grammar and language in order to establish a strong foundation in intermediate-level grammar. Regular speaking and listening practice will build student confidence in dealing with everyday activities such as shopping, ordering at a restaurant, and making social arrangements. Students will develop reading fluency, accuracy, and comprehension by reading passages from a variety of sources such as newspapers, magazines, books, and websites. Core vocabulary will be expanding through the study of words commonly used in conversation, reading, and writing to further develop compositional writing skills. Levels covered: B1 Prerequisites: A2 in the CEFR self-assessment grid and/or a beginner/Level 1 English language course.

LACWWF320**Writing about Florence**

3 semester credits. This creative writing course will guide students in finding their own voice as a result of their experiences within the city of Florence. Florence and Tuscany have historically provided inspiration for a substantial number of Anglo-Saxon writers - poets (Percy Bysshe Shelley, Elizabeth Barrett Browning), novelists (George Eliot, D.H. Lawrence, E.M. Forster, Thomas Harris, Sarah Dunant), and travel writers/memoirists (John Ruskin, Mary McCarthy, David Leavitt). After reading and discussing their work, assignments in the form of short stories, poetry, and non-fiction will focus on finding an individual voice, developing ideas, and refining them through drafting and revision. Emphasis will also be placed on the students' ability to evaluate and critique their own work and that of their peers. Visits within the local community will be an important part of the course. Prerequisites: At least one college writing course or equivalent.

LACWLM330**Magazine Editing and Publishing I**

3 semester credits. The first of a two-part series on magazine production, this course gives students a professional magazine production experience as an academic course. Students, under the supervision of faculty members, will curate every phase of production brainstorming, design, writing, photos, editing, layouts, production, and distribution of a professional lifestyle magazine produced by the institution. The magazine and its semiannual format will represent the student's approach to living in Florence and topics such as the arts, gastronomy, travel, style, city scenes, etc. from a cutting edge perspective that seeks to challenge and go beyond the surface of a city. Course projects and activities will interact with the journalism activities of Blending, the magazine of FUA's campus press Ingorda. This project requires additional hours outside of regularly scheduled class times. This class includes experiential learning with CEMI.

LACWEL360

English as a Foreign Language Advanced

3 semester credits. This course is designed for upper-level students of the English language who can understand everyday spoken and written English with ease and are confident in most tenses. In this course, students will learn strategies for improving discussion skills and listening comprehension. They will engage with authentic materials and learn how to organize and synthesize information efficiently. Students will also sharpen their linguistic understanding of native English expressed in popular Anglophone culture by engaging in reading, viewing, and listening to cultural readings, popular television series, music, and films. The advanced level further develops reading and writing fluency, accuracy, and comprehension. Through a focus on written composition (including the use of quoting, paraphrasing, and summarizing), students will understand and evaluate new ideas, emotions, and perspectives found in written texts. Level covered: B2/C1 Prerequisites: B1 in the CEFR self-assessment grid and/or an intermediate/Level 2 English language course.

LACWWC380

Writing as a Conversation

3 semester credits. This course guides students to further strengthen their skills in argumentative and critical reading, writing, and thought processes. By understanding writing as entering a conversation, students will learn how to effectively communicate and organize their thesis and supporting evidence in a sophisticated and efficient manner. Students will also critically identify and decipher aspects of other arguments, written by their peers and prolific authors. Students will work on a variety of brief and long written assignments that examine how knowledge is produced and distributed according to their discipline of study.

Prerequisites: Critical Writing, a 300-level writing course, or equivalent.

LACWPW400

Poetry Writing

3 semester credits. This class is based on the craft of poetry writing. An important element is the discussion of student poems and the debate on assigned readings featuring major poets. Course topics will be paced to help students to balance the necessary technical skills (rhythm, sound, diction, and shape) with finding their own voice as poets. Students will be required to write and revise a body of original poems and present them for class critique. Prerequisites: Creative Writing, a 300-level writing course, or equivalent.

LACWLM430

Magazine Editing and Publishing II

3 semester credits. This course is aimed at developing and producing the second magazine project after the first semiannual edition. Students will be challenged to explore deeper and more complex topics related to Florence as well as to take on a leadership role for editorial content and overall magazine layout design. Course projects and activities will interact with the journalism activities of Blending, the magazine of FUA's campus press Ingorda. This project requires additional hours outside of regularly scheduled class times. This class includes experiential learning with CEMI. Prerequisites: A layout design course, publishing course, or equivalent.

LACWLM435

Magazine Editing and Publishing II Experiential Learning

3 semester credits. This course is aimed at developing and producing the second magazine project after the first semiannual edition. Students will be challenged to explore deeper and more complex topics related to Florence as well as to take on a leadership role for editorial content and overall magazine layout design. Course projects and activities will interact with the journalism activities of Blending, the magazine of FUA's campus press Ingorda. This project requires additional hours outside of regularly scheduled class times. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: A layout design course, publishing course, or equivalent.

DEPARTMENT of Geography

The Department of Geography focuses on geographic diversity, transformation, people and cultures, and an insight on the European and Italian aspects of cultural geography.

LAGERP250

Regional Perspectives: A Voyage of Discovery

3 semester credits. Every region of Italy from Piedmont to Sicily has its own cultural identity, from history to culinary specialties. In this course the student will get an inside perspective of the different customs, traditions, linguistic diversities, and historical background of each region. Starting from Tuscany, the study will expand to the rest of Italy by analyzing the different cultural aspects that render Italy a unique example in the world. This course features a language component, as students will be exposed to Italian language as an effective means to discover contemporary Italy. During each lesson, the instructor will draw the students' focus on key features of Italian language in order to unravel hidden details of Italian communication and culture. Throughout the course, students will be encouraged to apply their basic knowledge of Italian language to fulfill course requirements. This course includes an Italian language component for beginning language students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach.

LAGERP251

Regional Perspectives: A Voyage of Discovery

6 semester credits. Every region of Italy from Piedmont to Sicily has its own cultural identity, from history to culinary specialties. In this course the student will get an inside perspective of the different customs, traditions, linguistic diversities, and historical background of each region. Starting from Tuscany, the study will expand to the rest of Italy by analyzing the different cultural aspects that render Italy a unique example in the world. This course features a language component, as students will be exposed to Italian language as an effective means to discover contemporary Italy. During each lesson, the instructor will draw the students' focus on key features of Italian language in order to unravel hidden details of Italian communication and culture. Throughout the course, students will be encouraged to apply their basic knowledge of Italian language to fulfill course requirements. A complete insight of the subject will be complemented by mandatory field trips to the south, center and north of Italy. Students will complete a journal project as part of this course. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAGECC285

Italian Civilization and Culture: Perspectives and Contexts

6 semester credits. This field learning course engages the student in topics related to Italian civilization and culture through direct experience and on-going research. Places of historic, archeological, artistic, architectural, religious, and culinary importance will be introduced on-site as students are guided by the instructor to contextualize an interdisciplinary understanding of Italy. The 3-week course focuses on three distinct areas of geographic interest in Italy: Northern Italy and its relationship to Europe; Southern Italy's proximity to Middle Eastern and Mediterranean cultures; and Central Italy's cultural dominance due to the Etruscan, Roman, and Renaissance influence. Pre-course research is required through the analysis and study of designated

resources and bibliographies. On-site fieldwork and assessment are conducted on a daily basis between the instructor and students. Discussion, recording, and presentation are essential forms of re-elaborating the course topics. The course analyzes the cultural and geographic complexities that define regional identities throughout Italy. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAGEOL300

On Love: Fragments of Italy

This course will take students into a literary and cinematographic journey of Italy through the words and images of great historical personalities who –with their novels and films–helped to create a well-established link between Italy and romantic love. Through an exploration that goes beyond all stereotypes, students will become familiar with Italian places that inspired writers and directors as the perfect settings for beautiful, intense, and sometimes dramatic love stories. Texts and films from different historical periods (focusing on the late 19th century and the first half of the 20th century) will be read and viewed, analyzed, and discussed so that students will be able to create their own personal map of the sites that contributed to the collective imagination of Italy as the “land of love.”

DEPARTMENT of History

The Department of History examines a wide range of topics related to specific periods of time, notable figures, events, subpopulations, and civilization in ancient, medieval, Renaissance, modern, and more recent eras.

LAHSWM200

History of Western Medicine

3 semester credits. In this course, students will be guided through a study of the evolution of Western medicine over the centuries, investigating the stories and histories which have framed it. Students will become familiar with the important ideas, instruments, and individuals which shaped the progression of medical traditions, from classical antiquity to modern day. This course will also explore the spaces, often unexpected or unique, in which the scientific art was practiced - such as universities, apothecaries, battlefields, monasteries, and convents. This course will give students the tools needed to analyse the intersection between the field of medicine and those of law, religion, art, and culture. Particular focus will be given to medical practices and advancements made in Italy over the centuries.

LAHSSI215

Survey of Italian Art

3 semester credits. This course provides a comprehensive survey of Italian art and architecture through five major movements in Italian history, starting from the art of the Roman Empire. The Medieval period is analyzed from its Byzantine roots and influence, which transitioned into the groundbreaking flowering of Renaissance artistic culture. Coursework will continue with the evolution of Italian art through the intellectual and emotional complexity of Mannerism, and conclude with the Baroque period sparked by the Counter-Reformation agenda of the Catholic church. The parallel development of related disciplines and the political and sociological currents during the historic era of each major movement will provide a wider perspective of Italian art and architecture throughout the centuries. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up

projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAHSSI216

Survey of Italian Art

6 semester credits. This course provides a comprehensive survey of Italian art and architecture through five major movements in Italian history, starting from the art of the Roman Empire. The Medieval period is analyzed from its Byzantine roots and influence, which transitioned into the groundbreaking flowering of Renaissance artistic culture. Coursework will continue with the evolution of Italian art through the intellectual and emotional complexity of Mannerism, and conclude with the Baroque period sparked by the Counter-Reformation agenda of the Catholic church. The parallel development of related disciplines and the political and sociological currents during the historic era of each major movement will provide a wider perspective of Italian art and architecture throughout the centuries. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAHSWC230

History of Western Civilization from Antiquity to 1500

3 semester credits. This course guides the student through the rise of society in Ancient Greece and Rome, the Middle Ages, and the European Renaissance. This span of European history is examined from many viewpoints including the intellectual, scientific, cultural, economic, political, and social. This course includes museum visits.

LAHSMF230

The Medici Family: A Florentine Dynasty

3 semester credits. This course traces the rich and varied history of the Medici family, whose name has become almost synonymous with the history of Renaissance Florence itself. Beginning with the rise of the Medici bank under the astute and mindful Cosimo the Elder in the early fifteenth century, and concluding with the death of Gian Gastone de' Medici and the opulent luxuries of his princely palace in 1737, this course examines the Medici as bankers, statesmen, patrons of the arts, entrepreneurs and, ultimately, as absolute rulers of the state of Tuscany. The role of the family's female counterparts will also be examined, especially in relation to their dynastic marriages that linked the Medici to leading European political powers. Visits to key Medici historic sites (palaces and villas) are an essential component of the course.

LAHSLV260

Leonardo Da Vinci: Art, Botany, Alchemy, and Recipes

3 semester credits. The genius of Leonardo Da Vinci is boundless and this course introduces students to his universal genius through an overview of his life, art, and his remarkable approach to the exploration of nature. Centuries before the scientific method of investigation became a standard for philosophers and scientists, Leonardo had already developed the essential characteristics that are still a part of the methodology today. Yet, his experiential and interdisciplinary approach to the world around him is still a mystery that continues to inspire current generations with the challenge to unveil the layers of his creative powers. In this course, students will have the opportunity to investigate Leonardo's intellectual evolution, his interest in botanical studies, and his quest to discover the secrets of nature that allowed him to become a master and inspiration of Renaissance art. Leonardo's unique path will be analyzed through a focus on his youth in Florence, his artistic career in Milan and France and the legacy of his masters, with investigation of his anatomical dissections and the inventions of extraordinary machines, as well as his approach to the mysteries of alchemy and some of his lesser-known interests. Not everybody knows that Leonardo's genius also involved the study of table manners, the creation of kitchen utensils, and the planning of pioneering kitchen devices that will also be experimented in this course. Discussions on Leonardo's various studies and their outcomes, guided visits in locations related to his artistic and scientific vocation, field learning activities, and a series of practical workshops

on recipes written and inspired by Leonardo's eclecticism will provide the tools to construct a comprehensive understanding of the man behind the genius. This class includes experiential learning with CEMI.

LAHSFW280

Florentine Art Walks

3 semester credits. This course examines the city of Florence with themed walks offering a comprehensive approach to the city as an open-air cultural, historical, and artistic research site from its Roman foundation to its contemporary Zeitgeist. Students will learn the history of the city through its art: they will understand how buildings, streets, squares, and monuments can be mapped as living traces of multiple, overlapping layers of a complex past, and how to encode them in their personal appropriation of the city. Starting from learning how to decode the artistic environment of the city and to unveil its traces—both visible and invisible—the course aims at understanding the main social and cultural reasons underlying the existing shape of the city. The course explores traces and evidences from Roman times through Middle Ages, Renaissance, Mannerism and Baroque, up to Art Nouveau and contemporary Florence. Students will be provided with a consistent theoretical background related to relevant historic-artistic landmarks and their social and cultural context and main characters (Guelphs vs. Ghibellines, the Florentine Guilds, Dante, the Medici family, Botticelli, Michelangelo, Ghirlandaio, Ammannati, Pontormo, etc.). Students will be encouraged to develop their own experiential tools and strategies to approach the city through guided field learning activities that assess research, on-site involvement, and academic outcome for each themed walk in Florence. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

LAHSFP280

Faces, Facts, and Places in Italian Fashion

3 semester credits. This course addresses significant moments in the timeline of Italian fashion from its historic origins to the present day. While exploring the art and business of Italian fashion design, students will encounter influential individuals, style and industry-changing happenings, and the places that hosted them. Designers and creative figures, industry players and companies, hallmark fashion shows, and significant Italian locations are amongst the case studies covered. Field visits and guest lectures are an essential component of this course.

LAHSIF280

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to

supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAHSCC285

Italian Civilization and Culture: History and Religion

6 semester credits. This field learning course engages the student in topics related to Italian civilization and culture through direct experience and on-going research. Places of historic, archeological, artistic, architectural, religious, and culinary importance will be introduced on-site as students are guided by the instructor to contextualize an interdisciplinary understanding of Italy. The 3-week course focuses on three distinct areas of geographic interest in Italy: Northern Italy and its relationship to Europe; Southern Italy's proximity to Middle Eastern and Mediterranean cultures; and Central Italy's cultural dominance due to the Etruscan, Roman, and Renaissance influence. Pre-course research is required through the analysis and study of designated resources and bibliographies. On-site fieldwork and assessment are conducted on a daily basis between the instructor and students. Discussion, recording, and presentation are essential forms of re-elaborating the course topics. The course addresses diverse historic periods of civilizations, church and state, political movements, and the development of the country from empire to unified state. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAHSIF285

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits.

LAHSWL290

Love Letters of Great Men and Women

3 semester credits. This course will explore love and romantic relationships through the words of notable individuals from the past. The letters written by great men and women - poets, novelists, musicians, philosophers, politicians, kings and queens - to their loved ones will provide an opportunity for students to examine the evolution of romantic relationships from the ancient Roman times to modern days, with a special focus dedicated to the 18th and 19th century. Through reading, analyzing, and discussing love letters and other background materials, students will explore the ties between the experience of love and its

expression through the means of writing as a characteristic trait of human interaction, from an historical, social, cross-cultural, and literary point of view.

LAHSIF290

Multiculturalism, Food, and Religions in the Italian-French Riviera

6 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. Upon completion of the field learning week, the course continues as a regular academic session in Florence. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAHSTI300

The Italians: Life, Culture, and Society

3 semester credits. The purpose of this course is paint a portrait of the Italian people through the colors and shades of the Italian lifestyle. The course will discuss the many points of pride of Italian culture as well as examine the many contradictions that may often baffle the foreign observer. Course topics will provide students with an in-depth analysis of the Italian identity addressed through readings of history, culture, and sociology. This course includes an Italian language component for intermediate language students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach. Prerequisites: Two semesters of Italian language or equivalent.

LAHSIR330**History of the Italian Renaissance**

3 semester credits. This course explores the meaning of the term "Renaissance" when applied to the period of Italian history from circa 1350 to 1550. The subject will be approached from a variety of standpoints: social, political, economic, intellectual, scientific, and artistic. The focus will be on the concept of Italian Renaissance Humanism and on the relationship between art and society during this period. Lectures will be supplemented by a number of visits to key historical sites in Florence. Field activities and museum visits are an integral part of the course.

LAHSS330**Saints and Sinners**

3 semester credits. History has demonstrated that saints would not have existed without sinners and vice versa. The course will examine the encounters and interrelationships between "saints" and "sinners" over the course of Italian history. In many cases, the Saint was also a former Sinner but rarely the other way around. The great Saint Augustine, for example, is a testament to former sinners as seen in his famous Confessions in which his vivid, at times red-light experiences as a young man are described and redeemed by a saintly life. The texts, at times, almost hint at a subtle vein of regret and faint whiffs of nostalgia for the "dolce vita" of Augustine's past. The same can be said of Saint Francis, who was known for conducting a dissipated, playboy-oriented lifestyle in Assisi conveniently financed by his rich father Bernardone. In other cases, history has documented epic clashes between sinners and saints-to-be. Between the dying Lorenzo il Magnifico and the future saint Savonarola, for example, in which the latter refused to absolve the former who had refused to confess his sins. Saint Bellarmine, Galileo's inquisitor, condemned the scientist for demonstrating the error of the Sacred Scripture regarding the geocentrism, demonstrating yet again a saint's victory. Another topic that will be examined by the course is the posthumous redemption of sinners such as the Giuseppe Verdi's Lady of the Camellias in La Traviata and the lovers Paolo and Francesca in Dante's Divina Commedia.

LAHSPG335**Popes: Glamour, Power, and Corruption**

3 semester credits. This course examines the popes of the eras prior to the Counter-Reformation (1530-1560) with a focus on the Renaissance. The popes preceding the Catholic reformation were not only religious magistrates but involved in activities related to politics, the arts, culture, and commerce. Such involvement in extra-religious areas brought popes face to face with issues and contexts that had little to do with the moral and religious principles inherent to the primary role of the pope. Yet the ascension of power has always been aligned with the accumulation of fame and riches, values typically associated with and appreciated by the secular and anthropocentric Renaissance society. Values that, as a matter of fact, a pope was in theory to be detached from either completely or at least in a lesser degree of magnitude and visibility. Course topics will analyze the episodes of corruption and scandal associated with the popes from the Renaissance and latter periods who contributed to generating a perception of the Roman Catholic Church that was far from edifying.

LAHSGR340**Galileo and the Scientific Renaissance**

3 semester credits. Galileo Galilei was one of the founding fathers of the modern scientific world who lived and worked for the larger portion of his life in Florence under the protection of the ruling Medici family. His life and works are a landmark in the history of science. What did he do and why is it so important? This course is designed to introduce the students to the intellectual ferment of the Renaissance, which produced the revolutionary figure of Galileo. Both the works of Galileo and his contemporaries will be examined. Visits to scientific museums and institutions in Florence form an integral part of this course.

LAHSSR350**Love, Sex, and Marriage in Renaissance Italy**

3 semester credits. Beginning with an examination of the "how to" advice manuals common to Italian households during the Renaissance period, this course explores various aspects of sexuality in Renaissance Italy. These aspects range from the aforementioned self-help books aimed at instructing young couples in sexual pleasure, to conception and childbirth, and an examination of the differing social roles of the common prostitute (meretrice) and the high-class courtesan (cortigiana). The theme of male homosexuality will also be explored with special focus placed on the intellectual climate of Renaissance Florence where the prevailing interest in Neoplatonic philosophy may have played a part in creating a more lenient moral climate for homosexuals. Discussions will take cue from Renaissance art in which erotic subjects became increasingly popular in courtly circles in the sixteenth century. Museum visits form an integral part of this course.

LAHSWI350

The Second World War in Italy and Its Aftermath

3 semester credits. This course examines the Second World War as it was fought in Italy from July 1943 to May 1945, and its effects on postwar Italy. The battle for Italy was remarkable because it involved not only conventional warfare between the German and Allied armies but also an overlapping and vicious "civil war" between fascist and anti-fascist Italians. There is also the issue of the Catholic Church's neutrality, the incursion of Tito's Yugoslav partisans, and the deportation of Italian Jews to the death camps. The course will include lectures, visits related to the civil conflict in Florence, and viewings of Italian films of exceptional caliber relating to the war in Italy. Students will also be assessed on one of three Italian novels relating to this period.

LAHSNN350

Neapolitan Novels: Elena Ferrante's Southern Italy

3 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines.

LAHSNN351

Neapolitan Novels: Elena Ferrante's Southern Italy

4 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAHSCI360

Contemporary Italy

3 semester credits. The first half of this course will focus on Italy in the immediate postwar period, investigating the quasi civil war between the fascists and partisans prior to the formation of the Italian Republic in 1948. The second half of this course will focus on the attempt at building a new national identity after the fall of Fascism; the Cold War and its impact on Italian politics, culture and society; the North-South divide; the economic miracle; the southern and Mafia issue; and the role of the European Union and Italy as a multicultural nation.

LAHSSH370

Shoah: The Holocaust in History

3 semester credits. This course explores the origins, causes, and aftermath of the Nazi attempt to exterminate European Jews in an industrialized and systematic act of genocide from 1933 to 1945. Following a survey of the history of antisemitism in its

various forms, the course will cover German policies and an analysis of European and American political reactions and policies in the face of unfolding events. Although the course is strongly rooted in history and politics, the Shoah will also be examined from a psychological and sociological perspective. Lectures and class discussions will be supplemented by the viewing of films and documentaries.

LAHSHM380

History of the Mafia

3 semester credits. This course discusses the origins and development of the Mafia in the context of Italian politics, economics, and society from the nineteenth century to the present day. It analyzes the nature of Mafia activities and their international relevance. Special focus will be given to judicial procedures against the Mafia and the experiences of key individuals and groups contrasting their illegal activities.

LAHSCM390

Contemporary Mafia and Antimafia

3 semester credits. This course presents the specific structural and phenomenological aspects of the various types of mafia operating in Italy and internationally. Topics analyze contemporary criminal, social, cultural, and political features of mafia-related groups and explore traditional and emerging illegal markets. The course describes main Italian and international law policies and legislations to contrast this type of organized crime and the experiences of leading individuals and groups developing a culture of legality to combat the mafia.

DEPARTMENT of International Education

The Department of International Education offers courses related to innovative teaching methods and the history of education in international contexts.

LAIEFL300

Experiential Learning From Theory to Action: Field Learning, Service Learning, Community Service

3 semester credits. The course explores the educational theories and best practices that allowed contemporary generations to transition away from the traditional lecture environment of frontal classes. Topics focus on how emerging forms of education engage in the local cultural heritage through projects aimed at giving back to the community through volunteering, exploration, and service. Students will understand the management, organization, and philosophy of innovative teaching methodologies. This class includes experiential learning hours in the areas of field learning, service learning, and community service.

LAIEED335

Education In Italy

3 semester credits. The first part of this course examines each stage of the Italian educational system from nursery school (asilo nido) through the various levels and choices related to secondary and high schools. The examination of Italian schooling will also be approached from a historical standpoint, in particular through the mapping of changes over the last three decades. The following questions will be examined: What is the effect of immigration on schools and how have they adapted to the recent influx of non-European pupils? What is/has been the role of the Catholic Church in state education and how has the increasingly secularized nature of Italian society impacted schooling? How has the role of the teacher changed and how does that role compare to those in other countries? How and why has the curriculum changed? The second part of the course will examine the choices for higher education from technical colleges to universities. Italy boasts the oldest universities in the world - Salerno, Bologna, Padua, and Pavia - and some lectures and discussion will be dedicated to the history of the Italian university and its role in the Renaissance period. The structure, organization, admission procedures, student life, and degree system of the modern university will be examined.

LAIEED339

Education In Italy - Service Learning

4 semester credits. The first part of this course examines each stage of the Italian educational system from nursery school (asilo nido) through the various levels and choices related to secondary and high schools. The examination of Italian schooling will also be approached from a historical standpoint, in particular through the mapping of changes over the last three decades. The following questions will be examined: What is the effect of immigration on schools and how have they adapted to the recent

influx of non-European pupils? What is/has been the role of the Catholic Church in state education and how has the increasingly secularized nature of Italian society impacted schooling? How has the role of the teacher changed and how does that role compare to those in other countries? How and why has the curriculum changed? The second part of the course will examine the choices for higher education from technical colleges to universities. Italy boasts the oldest universities in the world - Salerno, Bologna, Padua, and Pavia - and some lectures and discussion will be dedicated to the history of the Italian university and its role in the Renaissance period. The structure, organization, admission procedures, student life, and degree system of the modern university will be examined. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LAIEFL350

Special Project: Experiential Learning in International Education - Field Learning Assistant

3 semester credits. Through this special project, students will assist the Educational Field Learning department. Typical tasks may include developing field trip itineraries and participant lists, assisting with hotel and tour reservations, and manage trip reminders and pre-departure information. Students will also assist with promotional activities through social media updates and digital communication strategies. Participation in field trips as assistants to tour leaders will directly involve students in department activities or pre and post-departure participant interaction for the remote placement option. EL hours may be distributed from Monday through Friday. This placement will require shifts that take place on weekends or ongoing research and development-based projects for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Location research, itinerary development and review, logistical support for FL supervisors, itinerary and logistics performance analysis, participation satisfaction analysis, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

LAIESA350

Special Project: Experiential Learning in International Education - Study Abroad Assistant

3 semester credits. This special project course through the Student Life and Development Office offers students an opportunity to expand their knowledge of the study abroad experience from the perspective of the hosting country. The SLD office is the main point of reference for all incoming students. Responsibilities range from assisting with planning, organizing and promoting activities, contributing articles to the school publications, and general office duties. Students are expected to effectively collect and share information to students and the academic community. Students assist with the preparation of all orientation materials for future sessions and students. Furthermore, they will learn to handle sensitive issues related to culture shock and adjusting to studying/living abroad as well as leading facility tours for institutional visitors and potential students. Special projects are assigned depending on the area of interest. EL hours may be distributed from Monday through Friday. This placement may require PM shifts, shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as

well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Main tasks: Planning and developing student outreach initiatives, content creation for communication, student experience research, assisting staff logistics, final portfolio. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

LAIELS350

Special Project: Experiential Learning in International Education - Library Sciences

3 semester credits. This special project is an excellent opportunity for the student to understand institutional library systems. Working under the supervision of the library staff, students will perform circulation maintenance routines such as check-in/check-out and book processing and deadlines, shelving, and usage statistics. Additional duties include but are not limited to administrative and technical tasks. EL hours may be distributed from Monday through Friday. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Cataloging maintenance, collections research, user analysis, development of library initiatives for academic community, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

LAIERA350

Special Project: Experiential Learning in International Education - Resident Assistant

3 semester credits. This special project course coordinated by the Student Life and Development Office offers students an opportunity to expand their knowledge of the study abroad experience from the perspective of the hosting country and specifically student life and services. The FUA-AUF Pre-College program is designed to mirror the FUA-AUF undergraduate experience for students who are generally 16 to 18 years of age. Pre-college students choose from a variety of college-level courses and have numerous opportunities to engage in the community, explore campus life, and learn from a diverse group of peers in an independent but structured environment. Students are supervised by the SLD staff and Resident Assistants. Students enrolled in this special project placement will learn first-hand how Resident Assistants are an integral part of the Summer pre-college program, as they ensure the safety and wellbeing of participants as well as the success of program activities. Moreover, students will experience how RA responsibilities highlight the important role of residential life at FUA-AUF. The RA has extensive contact with pre-college students and serves as a liaison and resource; special project students will promote the integration of all aspects of campus life and assist with cultivating a positive environment that supports the University's educational objectives. Students will assist with planning, organizing and promoting activities, observe and assist with program-related administrative and clerical duties, and respond appropriately to program troubleshooting and student issues through assessment, referral to experienced professionals, and appropriate follow-up. The overall duration covers three 3-week sessions: In the first session, students will undergo training supervised by the SLD staff and gain exposure to the activities and procedures that will be implemented during the second session when the pre-college program is active. EL hours may be distributed from Monday through Friday. This placement also requires PM and weekend shifts. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Training will take place during Session II for three weeks followed by three weeks of full time RA duties during Session III. Additional materials/Dress code: Casual attire. Main tasks: Program planning and organization, coordination and

supervision of activities, provide logistical support to program admin staff, student counseling and troubleshooting, final portfolio. Prerequisites: RA application, cover letter, CV, and material pertinent to the chosen area, interview.

LAIEEL350

Special Project: Experiential Learning in International Education - English as a Second Language

3 semester credits. This special project course aims to offer students an opportunity to develop ESL teaching skills in an international professional environment. ESL is a program that educates students who are not native English speakers. ESL covers a wide range of student needs and abilities, from classes for students with limited English skills to those who have a higher level of language knowledge. The course placement is geared towards students who are keen to develop and enhance their teaching practice experience in order to stand out as an English language professional in the rapidly-growing field of teaching English. Students will have the opportunity to plan and deliver interactive English lessons and activities. The student's role as a Native-English Speaking Tutor will be to encourage an immersive and inspiring English language environment for individuals, complimenting their level of language knowledge as well as their professional resume. Coursework will encourage students to develop classroom management skills and lesson structuring and will train them to teach different types of learners, different levels, and different class types, from beginner to high intermediate. Topics include but are not limited to lesson planning, tutoring, language assessment, textbook selection, and can also include research duties. Students are encouraged to use creative approaches and modern teaching techniques to involve students in their lessons. EL hours may be distributed from Monday through Friday. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Curriculum review, lesson planning, analysis and observations of teaching activities, supporting faculty in co-delivery, coursework assessment, language teaching methodology research, final portfolio. Additional materials/Dress code: Business casual attire. Prerequisites: English Major. Students must submit a cover letter, CV, and material pertinent to the chosen area. Students will also be required to interview for placement.

LAIELT350

Special Project: Experiential Learning in International Education - Ludoteca Tutor (Junior Level)

3 semester credits. Learning Italian is not a one-off event; it requires commitment and dedication. If the experience is interactive, learners will stay curious and the learning process will be more effective. Within sQuola, the School of Italian Studies and Linguistics, FUA-AUF recognizes and aims to promote the lifelong pedagogical, educational and socio-cultural role of play for individuals and for society. Therefore, FUA-AUF has developed an ad-hoc "toy library" project, designed to promote playtime culture and learning through play. Ludoteca is a place for amusement, socialization, integration and education that puts play at the center of all its activities and projects. Ludoteca contributes to the development of the individual and provides students with a dedicated space, materials to play with and expertise that, when combined, create an opportunity to engage freely in playtime activities and support learning. Ludoteca is a project managed by Italian Language Tutors, supervised by the sQuola coordinator. The Tutor is the person of reference for the students involved in Ludoteca activities, and who is in charge of the daily management and the organization of games and activities held in the facility. Moreover, Tutors prepare and manage all the Ludoteca activities. The position of Junior Tutor is open to students who are interested in and have a passion for the Italian language and culture, and have already completed Italian Language Intermediate II or III, or an equivalent level. Junior Tutors will assist sQuola's Tutors in Ludoteca activities. They should be prepared to start their experiential learning at an entry level to gradually be assigned more challenging tasks. By participating in this project, students will reinforce their Italian language skills through play while helping Beginner level students to increase their own learning. At Ludoteca, Junior Tutors are invested with both the responsibility to guide lower level students towards a better comprehension of the language, and the opportunity to strengthen their own language and leadership skills. EL hours may be distributed from Monday through Friday. This placement may require activities that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as

well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks (all the activities are held in Italian): Activity supervision, guiding students in Italian conversations, creative activity development, activity preparation, student feedback reviews for faculty and department, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Italian Language Intermediate II or III, or an equivalent level. Cover letter, CV, and material pertinent to the chosen area, interview.

LAIETA420

Special Project: Experiential Learning in Teaching Assistantship

3 semester credits. The Special Project: Experiential Learning in Teaching Assistantship course allows students to experience and assist with aspects of teaching under the close supervision of a faculty member. TA students assist with classroom setup, course logistics, student management, coursework, classroom activities, and student performance evaluation. Additionally, TA students have the opportunity to lead selected classroom activities and contribute to lectures. TAs represent a bridge between faculty and students, as they facilitate the learning process by promoting communication management and strategies for course interaction between students and instructors. This class includes experiential learning with CEMI. CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Activity supervision, guiding students through course materials, creative activity preparation and development, contribution to lectures and seminars, student feedback reviews for faculty and department, assistance with grading, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: At least one upper-level course related to the topic of the course in which the student is serving, with at least a B grade or equivalent. Additionally, the student must have a GPA of 3.0 or better.

LAIIEIL420

Special Project: Experiential Learning in Teaching Assistantship - Italian Language

3 semester credits. The Special Project: Experiential Learning in Teaching Assistantship - Italian Language is for students who are at an advanced academic standing and language level. The course allows students to experience and assist with aspects of teaching under the close supervision of a faculty member. TA students assist with classroom setup, course logistics, student management, coursework and classroom activities, and assisting the instructor with the evaluation of student performance. Italian language TAs are supervised by the sQuola teaching faculty, and assist faculty members with daily course management and organization. Moreover, TAs actively participate in course activities, and reinforce their own Italian language skills while helping other students in their language learning progress. This class includes experiential learning with CEMI. CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Activity supervision, guiding students through course materials, creative activity preparation and development, contribution to lectures and seminars, student feedback reviews for faculty and department, assistance with grading, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Having completed at least one upper-level course in Italian language with at least a B grade or equivalent, or being Italian language native. Additionally, the student must have a GPA of 3.0 or better.

LAIEEF450**Internship: Teaching English as a Foreign Language**

3 semester credits. The internship course for teaching English as a foreign language is offered to highly motivated students seeking future careers in the field of English language teaching within the challenging environment of a foreign culture. The internship course will immerse students within contexts involving Italian students or adults of different social and educational backgrounds. Internship topics include but are not limited to lesson planning, tutoring, language assessment, textbook selection, and can also include research duties. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Curriculum review, lesson planning, analysis and observations of teaching activities, supporting faculty in co-delivery, coursework assessment, language teaching methodology research, final portfolio. Additional materials/Dress code: Appropriate attire required for teaching in school environments. Prerequisites: An A2 level of Italian language and TEFL/CELTA certification are required for the internship. Cover letter, CV, and material pertinent to the chosen area, interview.

LAIEEC450**Internship: Education and Childcare**

3 semester credits. Childcare area is a varied and flexible career path. This internship course offers the opportunity to be involved in the field of childcare education at locations such as childcare institutions, private households, and public and private schools. Interns interact with children and help them with different activities such as stimulating cognitive skills through games and animation of body language, language development, creative art-based activities, and daily operations as required by the placement organization. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Activity supervision, guiding games and conversations, creative activity development, activity preparation, provide ongoing logistical assistance to childcare staff, final portfolio. Additional materials/Dress code: Appropriate attire required for teaching in school environments. Prerequisites: An A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

LAIERM560**Research Methodologies for International Educators**

3 semester credits. This graduate-level course develops previous studies on academic research methods to prepare instructors in the application of research to teaching undergraduate students in an international environment. Research methodologies will be regarded as an essential tool in the implementation of effective teaching in both multicultural classrooms and contexts where students need to establish an effective relationship local resources for the successful experience of an internationally-based study curriculum. The course will begin with an examination of how the instructional literacy of instructors can be enhanced through cross-cultural research approaches. Building on the topics introduced in the Strategies for Effective Teaching in International Education course for learning and student management, the research methodologies course focuses specifically on familiarization with local institutions and resource systems in the effort to create relevant connections between the cultural integration component of international education and the academic resources offered by a local community. Field learning visits to local institutions, discussions on how research methods can be applied to diverse categories of undergraduate courses, gaining leadership competency in guiding students through research abroad, and specific case students of how research contributes to the overall learning community of a campus will be addressed throughout the duration of the course. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

LAIEIP600**Innovative Practices and Technology in International Education**

3 semester credits. The scope of this graduate-level course is to present new teaching methodologies made possible by a global network and the growing availability of fast and powerful communication devices. Recent technology advancements made available a range of new teaching media, for example thematic easily accessible and manageable databases, powerful graphic systems allowing HD or UHD videos and student interaction and manipulation of 3D objects such as artistic human artifacts (sculptures, paintings, etc.) or items related to the natural sciences (molecules, body parts, etc.). Connectivity available almost anywhere reduces the dependence of coursework solely in building facilities, allowing for field experiences (museums, city walks), advanced hardware and software to share course materials in the form of interactive whiteboards where instructors and students can work at the same time from any location, and widespread portable devices (smartphones, tablets) for interactive visual platforms. A major focus of the course will be on the instant and dynamic accessibility to culture and current events as opposed to the static approaches of the past. In order to make the most of these new tools, an instructor has to understand their technology and master the new ways of interactions with the students, including the participation of field experts in moderated discussion settings. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

LAIEET610

Strategies for Effective Teaching in International Education Experiential Learning

3 semester credits. This graduate-level course is aimed at students who are willing to engage in a career in the field of international education, and who wish to acquire relevant perspectives and skills to teach classes to an international audience, both abroad and in their home country. The course will provide a theoretical background on most up-to-date and engaging teaching strategies to address a multicultural class, as well as a hands-on case-study based framework of elements of reference to build effective and stimulating teaching situations, with consistent reference to both didactic and educational objectives of a course. This course is made unique due to its connection with the three main educational assets implemented as core educational values by FUA-AUF: cultural integration, community engagement, and experiential learning. Experiential learning at FUA-AUF rethinks the concepts of the classroom and field experiences as related rather than distinct environments. The classroom is an on-going environment that extends beyond the physical spaces of lecture halls and laboratories; classroom learning is applied to the outer world. Field experiences must be rooted in academic contexts and give back to classroom learning a wider perspective of taught knowledge. Experiential learning is an active and lasting contribution, based on cultural integration, of international student perspectives to the local culture, and vice versa. Outreach and collaboration with the community increase awareness and expand an engaged knowledge of the local territory. Therefore, FUA-AUF offers a unique learning model that allows students to benefit from an all-encompassing educational experience based on theory and practice applied to real-life situations while learning comprehensive operational processes, problem-solving strategies, and leadership and management skills. Course topics provide a theoretical framework for engaging teaching strategies for the multicultural classroom. Hands-on approaches and case studies of effective and stimulating teaching situations will be covered, with consistent reference to the didactic objective of a course. The course is unique for the exploration of FUA-AUF's approach to experiential learning: experiential learning (EL), field learning (FL), and service learning (SL). Cultural integration through outreach and collaboration with the community encourages an active exchange between student and local perspectives as an important basis for an active contribution of EL-FL-SL in the learning path. Participants of this course will learn how the teaching experience represents one of the many components of the overall study abroad experience in order to acquire the necessary expertise to manage international learning environments in a dynamic and community-gearred context of cultural integration. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

LAIECI615

Comparative International Education and Student Diversity

3 semester credits. This graduate-level course involves participating students in a comparative analysis of educational systems worldwide and the growing diversity of students within them. Initial topics will begin with an in-depth review of higher education systems around the world, and how they align and diverge from each other in educational practice and degree

completion. Educational theory, policy, and legislation in diverse contexts will be examined, with a particular focus on the US and the EU, as well as the role of education and educational policy and how they translate into real life issues of social justice, human rights, and global citizenship. As the course progresses into the how international education is implemented and comes into contact with its beneficiaries, i.e. the student population, topics will address the impact of diversity and multiculturalism on higher education campuses and classrooms. Students will be challenged to reflect on the ultimate question of whether systems are effectively accommodating the diverse student populations that they serve, and how the rapid pace of world change will affect the needs of both. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

LAIESJ620

Social Justice in International Contexts

3 semester credits. Social justice goes beyond the principles of diversity and acceptance; it addresses the circuits of power that influence the social structures in a society. How power is distributed, who benefits from this distribution, and what elements normalize unjust distributions of power in a society are focal points of this course. Cultural perspectives of social justice on a societal level and the role of educators as agents of change will be investigated from a critical perspective through reflections on global and local educational practices. The role of systemic oppression, cultural perspectives of social justice, and self-awareness of personal roles will be examined in-depth to develop a mindset of social justice within diverse environments. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Graduate Topics In International Education

LAIEAE630

Advanced English for International Educators

3 semester credits. This graduate-level course is aimed at high-intermediate to advanced proficiency non-native English speakers in the field of International Higher Education and Instruction. It is geared towards teaching professionals who seek to improve their communicative abilities in English, providing them with language building strategies which can be employed beyond the classroom. Through a content- and task-based approach to language learning, participants enrolled in this course will develop and advance all four language skills - speaking, listening, reading, writing –within the context of the international and multicultural classroom. The objectives of this course are multifold, with particular focus on pronunciation, acquisition of field-related vocabulary, and effective oral delivery techniques. Individuals enrolled in the course will apply language skills to real-life tasks related to the teaching profession, including the development of a course syllabus in English, student-led class discussions, and lectures. Students will be asked to assess themselves as well as their peers and to provide constructive feedback in order to identify key areas for improvement. Content-based language learning involves the acquisition of language through relevant, engaging contexts. Each lesson will focus on a different topic or content related to the world of academics. This approach to language learning requires active student participation in classroom activities and discussions. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

LAIEIL635

Teaching Methodologies for Italian Language Instruction

1 semester credit. This graduate-level course is designed for Italian language instructors. It provides an overview of advanced Italian language and grammar components, and examines the most up-to-date strategies of language teaching. The course includes an Experiential Learning (EL) component, which allows students to practice advanced patterns of the language and engage with the Italian culture. This course is taught entirely in Italian. Linguistic module: The activities in this module focus on the Italian language in its various aspects and levels (phonetic and phonological, morphological, syntactical, lexical, semantic, pragmatic, and textual), with in-depth studies of relevant topics. Cultural module: The activities in this module focus on significant aspects of Italy's current cultural context through literary, historical, social, political, and artistic insights. Experiential Learning module: This module is designed to provide an immersive experience in the Italian culture, while stimulating advanced patterns of grammar and oral communication. Prerequisites: Successful completion of an undergraduate degree is required for this course. An upper-intermediate/advanced proficiency level of Italian is required.

LAIEIL640

Teaching Methodologies for Italian Language Instruction

3 semester credits. This graduate-level course is designed for international instructors of the Italian language. It covers advanced modules of Italian grammar, language, and linguistic and explores some of the most up-to-date teaching strategies in the field of

language studies. The course also includes a cultural and experiential learning module. The module's aim is to provide further teaching, methodological, and experiential best practices to Italian studies educators and language instructors by utilizing international perspectives and taking into account the ongoing evolution of language and society. At the end of the course, participants will be able to design, deliver, and assess (Italian language) lessons and courses through advanced didactic, methodological, and pedagogical tools. The course is taught entirely in Italian. Prerequisites: Successful completion of an undergraduate degree is required for this course. An upper-intermediate/advanced proficiency level of Italian is required.

DEPARTMENT of Music and Performing Arts

The Department of Music and Performing Arts offers a wide range of subjects related to music, dance, and dramatic and performing arts in terms of theory, composition practice, and performance. Courses are offered to students from all backgrounds and academic concentrations. Courses for students with minimal knowledge of music, dramatic and performing arts are also available. Extensive studio offerings are incorporated into coursework.

LAPAPB120

Beginner Piano

3 semester credits. The course is a basic introduction to playing the piano. Topics will cover basic technical skills and an introduction to the ground elements of solfège and harmony. The students will focus on understanding music symbols and terminology, using appropriate techniques for piano performance, and developing ear training. Students will also be exposed to a variety of musical literature and to the music environment belonging to the history of Florence, which will enhance their learning experience through hands-on research and through participation in concerts and venues offered by the local theaters and opera house. The course is designed for those students with little or no piano experience.

LAPAVI120

Introduction to Violin Techniques

3 semester credits. This course offers instruction in basic violin technique while developing general musical skills and understanding. Topics include basic technical skills and tone production, bowing techniques, development of the left hand, the fundamentals of accurate intonation, and an introduction to violin repertoire.

LAPACL120

Introduction to Cello Techniques

3 semester credits. This course offers instruction in basic cello technique while also developing general musical skills and understanding. Topics include basic technical skills and tone production, bowing techniques, development of the left hand, the fundamentals of accurate intonation, and an introduction to cello repertoire.

LAPAVO120

Introduction to Viola Techniques

3 semester credits. This course offers instruction in basic viola technique while developing general musical skills and understanding. Topics include basic technical skills and tone production, bowing techniques, development of the left hand, the fundamentals of accurate intonation, and an introduction to viola repertoire and reading the alto clef.

LAPAGI120

Guitar Beginner

3 semester credits. The course offers instruction for both students who are sight readers and non-readers of musical notation. All students will be expected to sight read in the first position on the guitar by the end of the course. Students will learn a technical command of the chosen repertoire. This includes efficient reading of pitch and rhythm notation and proper fingering technique. Students will also gain a basic understanding of chordal theory as offered during the course by the instructor.

LAPAMD150

Modern Dance Beginner

3 semester credits. This is a studio class aimed at introducing students to the elementary techniques of modern dance based on the movement vocabularies of great choreographers such as Isadora Duncan, Martha Graham, and others. Structured technical

exercises condition the body for strength, coordination, and flexibility. Aspects of space, time, shape, and movement dynamics are explored.

LAPAJD180

Jazz Dance Beginner

3 semester credits. This is a studio class in which students are introduced to the techniques and varied styles of jazz dance, which is based on the musical elements of jazz. Students are encouraged to develop the integration of different rhythmic concepts, movement through space, alignment, flexibility, jumps and combinations, and dynamic expression.

LAPASL200

Salsa and Latin Dance

3 semester credits. Salsa is considered the king of Latin dance and is practiced throughout the world. Through this course, students will have the opportunity to immerse themselves in the rhythms of Latin America and experience this global dance phenomenon. This Salsa course introduces students to the rhythm and timing of salsa music and dance, and to a variety of techniques for both leading and following. Students will learn basic footwork, dance positions, and dance patterns including single right turns, single left turns, cross body leads, back breaks (Cumbia), and ladies 1 ½right and left turns. In addition to regular dance practices, each class will focus on the social and cultural importance of Salsa for the communities which practice this dance. Special attention will be given to the historical evolution of Salsa dancing from earlier Cuban dances popular in the Caribbean and Latin America to Salsa practices in the Latino communities in New York since the 1940s.

LAPATA200

Introduction to Tango

3 semester credits. This course is for beginner dancers; students will learn key tango dance steps through formal instruction and dance floor practice starting with exercises in balance, coordination, and body posture. They will continue with tango walking, leading and following communication, navigation on the dance floor, and musicality. Students will learn the fundamental elements of Argentine Tango such as the basic steps, cross, ocho and parada, etc. Students will learn how to differentiate the three types of tango music (tango, vals, and milonga) and acquire knowledge of well-known tango orchestras including the relevance of tango lyrics to Argentine history. Each dance practice is preceded by a lecture on the history of tango from the 1800s to the present day, exploring how the arts and cultures of Africa, Europe, and Latin America shaped the development of tango. This course enhances students' understanding of how tango (and other art forms of dance) express, reflect, and shape cultural and community identity. Particular attention is given to tango's role in the context of the current cultural and economic issues in Argentina and other South American countries, and to how current tango practices around the world affect health and well-being.

LAPAIA200

Introduction to Acting

3 semester credits. This course introduces the basic elements of acting to students who have either never studied the art form or have a modest level of experience. Through text analysis, scene study, monologue work, character development, and physical and vocal expression, students will be given the tools with which they will strengthen their self-confidence with public expression through the encouragement of free imagination and personal growth. Coursework encourages interdisciplinary engagement with other artistic disciplines at the institution. In addition, students will be able to observe firsthand the development process of professional theater through local performance organizations in Florence.

LAPAPA200

Intermediate Piano

3 semester credits. This course is a development of the knowledge and techniques acquired in Beginner Piano. Topics will address a more complex and challenging piano repertoire and encourage the students to develop the skills necessary to increase their technical awareness of piano music. The course will also take into account the analysis and understanding of a selected number of theoretical musical elements to better appreciate the depth of the musical language studied. Starting from the intermediate level onwards, the selection on studies and technical pieces will be geared towards the individual level and needs of the participant in order to address the specific challenges met by the students. Students will increase their musical aesthetic and their awareness of the relevance of music in society thanks to hands-on research at Florence's musical resources and institutions. This course requires a placement audition.

LAPAAH200

Hip Hop and Street Dance

3 semester credits. This course introduces students to all of the basics of Hip Hop and street dance movement, music, and culture. Course topics provide appropriate body movements covering body placement, technique, stylization, rhythm, and musicality. Students will learn and practice hip hop combos that include either or both grooves and choreographies through the repetitions of large but simple dance moves that utilize the whole body. Choreographies include tunes that combine old and new school Hip Hop. Like other forms of dance, Hip Hop must be studied within the framework of its historical and social context. Each lesson will provide a focus on the cultural significance of Hip Hop and reflect on the origins of the Hip Hop culture of young, urban, working-class populations, its roots in the African oral tradition, its function as the voice of an otherwise underrepresented group, and, as its popularity has grown, its commercialization and appropriation by the music industry.

LAPAOP230

Opera Singers: Operatic Repertory (with Piano Accompaniment)

3 semester credits. This class will focus on studying the Italian operatic repertoire with the aid of a piano "corripetiteur." Starting from the works of Mozart and Rossini, the "belcanto" of Bellini and Donizetti or the operas of Verdi and Puccini, the students will be able to focus on the arias and characters that best suit their voice register, enhancing the interpretation of the chosen characters from a well-rounded perspective. The collaborative work of the piano accompanist will take on entire scores and emphasize phrasing, dynamics, color, rhythm, intonation, proper Italian diction, and the specific performance practices of the single character. Singers, depending on their level, will prepare a chosen role of an entire work and, through the practice with the pianist, will be able to develop the knowledge and experience necessary to interpret and perform the work according professional standards. This course requires a placement audition and includes experiential learning with CEMI.

LAPAVT240

Opera Singers: Vocal Techniques

3 semester credits. This course is based on the study and practice of the necessary voice techniques to master opera repertoire under the professional guidance of the instructor. Through a series of individual lessons, students will be instructed on the development of healthy and correct breathing habits and on the proper use of the muscles to obtain accurate sound emissions in order to support the sound through the body. The course will also address the key techniques necessary to achieve correct tone placement and sound resonance. Students will train to gain control of the physiological aspects of phonation, acquiring competence in singing in Italian and the ability to address the challenges of the singer's career. The course will provide the opportunity for the students to merge with the local musical community through research assignments. This course requires a placement audition and includes experiential learning with CEMI.

LAPADT280

Dance Movement and Creative Arts Therapy

3 semester credits. Movement and dance have been used as forms of self-expression and healing since the earliest records of human civilization. Within a studio setting, students enrolled in this course will explore the therapeutic and expressive aspects of dance/movement experiences while at the same time gaining a deeper understanding of the evolution of dance/movement throughout history and cultures. Theory and application will be studied with the goal of investigating the therapeutic effects of dance/movement therapy in educational, counseling, and rehabilitation settings. Students will gain hands-on experience, putting the techniques and methods learned in class into practice. Other creative arts therapy modalities will also be examined to provide a more comprehensive foundation of this discipline.

LAPADW300

Dance Workshop

3 semester credits. This dance workshop is primarily concentrated on choreography, the creative process, and the analysis of movement. Different themes are addressed to reflect the contemporary as well as the ancient culture and art of Tuscany. Students will compose and work on original dances for a live performance. Basic principles of composition and techniques of choreography will be used to explore themes ranging from Medieval arts and society to the relationship between space and the body. Topics include how to express space by using one's body, how the human body can create different types of space to communicate different meanings, the study of the expressiveness of body movement, and the relationship between the interior world and external appearance. Laban/Bartenieff Movement Analysis will be used. Prerequisites: One semester of Modern or Contemporary Dance or Classical Ballet.

LAPAPA300

Advanced Piano

3 semester credits. This course provides piano students with continuing instruction on an advanced level. Coursework is designed for students who have an extensive piano experience and need to enhance their performance skills, expand their knowledge of repertoire, and acquire further keyboard proficiency. The study will be conducted by exposing the students to the analysis and interpretation of selected pieces in order to develop technical mastery along with repertoire awareness in terms of interpretation and expressivity. Along with the study of the instrument, the students will be given research assignments linked to composers and to the musical languages studied for a deeper contextualization of music education in a different culture. The course will provide the students with the opportunity to be in contact with Florence's musical resources and venues, and to appreciate and understand the role and position of the professional performer in society. This course requires a placement audition.

LAPAPV300

Private Voice Coach

3 semester credits. This is an individualized course aimed at offering to each student professional guidance in achieving the personal objectives as a singer and performer. The program of the course will differ according to each student, granting a tailored approach in order to analyze specific breathing techniques and the necessary vocal exercises needed to improve pitch and sound quality. Focus will be given also to the interpretation and correct styling of the repertoire varying from classical opera to modern songs. Student involvement in the Florentine musical landscape will be cultivated throughout the course. This course requires a placement audition.

LAPAVI300

Violin Performance

3 semester credits. This course is designed to provide the opportunity to enhance musical proficiency in violin study and performance. Lessons will be individualized and encourage student interaction with the local music scene. Students will develop new repertoire and will be given the opportunity to perform in order to experience the world of classical music in Italy. As a part of the overall experience, students will be able to use the state-of-the art recording studio facility to record their own demo under the guidance of studio technicians and sound engineers to produce a high quality recording of their repertoire. This course requires a placement audition.

LAPAGW300

Guitar Workshop

3 semester credits. This course is designed to guide students through the diverse landscapes of guitar playing. The course is structured in a series of individual lessons on right and left hand techniques, rhythm, pick stroking, chordal theory, and guitar notation and scoring. The course will enhance musicianship through ear training and the development of aural skills along with hands-on research on a variety of musical styles and techniques for repertoire and instrument appreciation. Students will be encouraged to take advantage of the many contemporary and classical music venues that Florence has to offer in terms of live performances and studio sessions to better understand the figure of the guitar professional. This course requires a placement audition.

LAPAVO300

Viola Performance

3 semester credits. This course is designed to provide to the students the opportunity to enhance their musical proficiency in viola study and performance. Merging with the Florentine musical scene students will follow individual lessons, geared towards each individual need. Lessons will be individualized and encourage student interaction with the local music scene. Students will develop new repertoire and will be given the opportunity to perform in order to experience the world of classical music in Italy. As a part of the overall experience, students will be able to use the state-of-the art recording studio facility to record their own demo under the guidance of studio technicians and sound engineers to produce a high quality recording of their repertoire. This course requires a placement audition.

LAPADR300

Drum Workshop

3 semester credits. Drums are a highly versatile instrument, rich in artistic expressivity and potential. The purpose of the course is to guide the student through the vivid musical landscapes of this instrument with a hands-on, performance-based approach. Coursework will focus on the different techniques behind a variety of drumming styles to explore different kinds of beats and fills along with sound research and feel of groove. Topics addressed will include rock and latin drumming, ghost-stroking

techniques, syncopated grooves, odd time, and more. As the course consists in a series of individual lessons, students will be able to determine strengths and areas needing improvement in order to better address the performance challenges. This course requires a placement audition.

LAPACL300

Cello Performance

3 semester credits. This course is designed to provide to the opportunity to enhance musical proficiency in cello study and performance. Lessons will be individualized and encourage student interaction with the local music scene. Students will develop new repertoire and will be given the opportunity to perform in order to experience the world of classical music in Italy. As a part of the overall experience, students will be able to use the state-of-the art recording studio facility to record their own demo under the guidance of studio technicians and sound engineers to produce a high quality recording of their repertoire. This course requires a placement audition.

LAPAHO300

Great Italian Opera

3 semester credits. This course gives a broad overview of the history of Italian opera from its origins to the beginning of the 20th century. As one of the most popular expressions of Italian culture, opera features specific musical and dramaturgic traits, as well as a fascinating symbolic language that will be investigated during the course. The course will analyze a selection of the most representative operas to understand their social and political context as well as the traditions linked to their interpretation and performance styles. Students will study opera in the very city in which it was created and where live opera performances animate the prestigious operatic seasons of Florentine theaters and venues. Selected works include Mozart's Don Giovanni and Le Nozze di Figaro, Rossini's Il Barbiere di Siviglia, Bellini's Norma, Donizetti's L'elisir d'amore, Verdi's La Traviata, and Rigoletto and Puccini's Bohème.

LAPAMA340

Music Appreciation

3 semester credits. This course is a listener's guide to the history, literature, and material of music. The aim of the course is to develop the students' listening skills and, consequentially, their appreciation for and enjoyment of classical music. The first part of the course will be an introduction to the elements of music and a broad overview of Western music from the Middle Ages to the present day. The second part will concentrate on a selection of pieces from each period of classical music spanning Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth Century examples.

LAPAMC360

Music Composition

3 semester credits. The objective of this course is to encourage individual creative language while exposing the students to contemporary techniques of music composition. Through practical guidance in the composition of original music and intensive exploration of 20th century music theory and compositional methods, students will be able to concentrate on both the creative and the analytical aspects of contemporary composition. Collaboration between students in this course is strongly encouraged, along with the exchange of ideas, opinions, and information in order to assist each other with the composition and performance of technical exercises and creative projects. Prerequisites: One semester of music-related courses.

LAPAMP370

Music Production

3 semester credits. The aim of this course is to acquire the key features of a well-rounded music producer. The first part of the course will target the technologies employed in professional recording studios. Students will be exposed to sound engineering, editing, mixing, and recording techniques, acquiring the skills to understand and master phases of the creative process. The second part of the course will analyze the business management of a production label in terms of relational and professional skills, product and artist management, and successful business strategies to challenge the expanding boundaries of the creative industry.

LAPAMP450

Internship: Music and Performing Arts Administration

3 semester credits. The music and performing arts internships aim to match the student's academic background to the diversified environments of creative industries. Students who apply for this internship will experience the dynamic world of entertainment, artists, and performing arts organization in the local community. Placements may range from organization, management,

promotion, and marketing in the performing arts. Interns should be prepared to start gradually and maintain schedule flexibility as performing arts engagements may take place in the evenings and/or on weekends or ongoing research-based activities for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Performing arts-oriented communication strategies, promotional material development and creation, audience analysis, comparative research by location and category, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. Laptop required for certain placements. Prerequisites: Italian A2 recommended but may vary depending on the placement. Cover letter, CV, and material pertinent to the chosen area, interview.

DEPARTMENT of Philosophy

The Department of Philosophy examines the discipline through history, art, western and eastern differences, critical thinking, and Italian topics.

LAPLPS215

Philosophy and Science in Early Modern Italy

3 semester credits. Starting from the dichotomy of logos-mythos in classical antiquity, this course will explore the evolution of philosophical thought in early modern Italy and its unique richness of trends: Christianity, Platonism, Neoplatonism, Aristotelianism, Hermeticism, and magic. The new vision of man and the universe, as well as the investigation of nature and the individual's cognition potential, addressed in connection with the progress of science, will be illustrated by the contributions of Marsilio Ficino, Pico della Mirandola, Pietro Pomponazzi, Agostino Nifo, Leonardo da Vinci, Giordano Bruno, and Galileo Galilei. The course includes field visits to locations such as the Secret Rooms and the Room of the Elements in the Palazzo Vecchio, and a visit to the Museum of the History of Science.

LAPLLV260

Leonardo Da Vinci: Art, Botany, Alchemy, and Recipes

3 semester credits. The genius of Leonardo Da Vinci is boundless and this course introduces students to his universal genius through an overview of his life, art, and his remarkable approach to the exploration of nature. Centuries before the scientific method of investigation became a standard for philosophers and scientists, Leonardo had already developed the essential characteristics that are still a part of the methodology today. Yet, his experiential and interdisciplinary approach to the world around him is still a mystery that continues to inspire current generations with the challenge to unveil the layers of his creative powers. In this course, students will have the opportunity to investigate Leonardo's intellectual evolution, his interest in botanical studies, and his quest to discover the secrets of nature that allowed him to become a master and inspiration of Renaissance art. Leonardo's unique path will be analyzed through a focus on his youth in Florence, his artistic career in Milan and France and the legacy of his masters, with investigation of his anatomical dissections and the inventions of extraordinary machines, as well as his approach to the mysteries of alchemy and some of his lesser-known interests. Not everybody knows that Leonardo's genius also involved the study of table manners, the creation of kitchen utensils, and the planning of pioneering kitchen devices that will also be experimented in this course. Discussions on Leonardo's various studies and their outcomes, guided visits in locations related to his artistic and scientific vocation, field learning activities, and a series of practical workshops on recipes written and inspired by Leonardo's eclecticism will provide the tools to construct a comprehensive understanding of the man behind the genius. This class includes experiential learning with CEMI.

LAPLWA300

Wanderlust: The Physical and Emotional Art of Walking

3 semester credits. This course will introduce students to the world of walking as an artistic, philosophical, political, literary, inspirational - as well as physical - experience. While exploring different types of walking, the concept of "wanderlust" will also be analyzed and discussed from both an anthropological and philosophical perspective, to provide students with a thorough overview of the traveling and walking experience both in natural and urban landscapes. Different types of walking activities will be an integral component of the course, allowing students to reflect upon walking as an act of desire, escape, imagination,

freedom, rebellion, and well-being. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

LAPLAW300

Ancient Western Philosophy

3 semester credits. This course is a survey study of the major Greek philosophers and schools from sixth to third century BC. The emphasis will be on the pre-Socratics, Socrates, Plato, and Aristotle. Special attention will be given to the influence these philosophers have had on the history of Western thought, specifically early Christian and Medieval, and the interest in Neoplatonic philosophy that characterized the intellectual climate of Renaissance Italy.

LAPLER310

Eastern Religions and Philosophy

3 semester credits. This course is a survey of the different religions and philosophical systems of India, China, Japan, and Southeast Asia, including Hinduism, Jainism, Sikhism, Buddhism (Theravada, Mahayana, Vajrayana), Taoism, Confucianism, and Shinto. The course will examine a significant number of specific themes and concepts such as wisdom, virtue, liberation, enlightenment, yogic discipline, meditation, guru devotion, and ethical behaviour. Excerpts from important texts of covered traditions will be analyzed including The Upanishads, The Bhagavad Gita, the Tao Te Ching, The Dhammapada, and The Confucian Canon. The teachings and writings of influential contemporary spiritual leaders will also be discussed.

LAPLBE320

Biomedical Ethics

3 semester credits. This course examines the ethics of medical practices and issues in contemporary society. Coursework will pose questions regarding areas that affect human life and death. Topics include practices such as euthanasia, birth control and abortion, cloning, genetic engineering, and biomedical research. Students will analyze the ethical nature of covered practices, how they affect humans on individual and social scales, and the relationship between patients and physicians and medical structures in terms of information, consent, and responsibility. Case studies from local European as well as non-European countries will be closely considered for discussion and study.

LAPLEW330

Ethics in a World Context

3 semester credits. The aim of this course is to introduce fundamental moral theories and standards and to encourage their application - through mechanisms of moral reflection and judgment - to ethical problems arising throughout the world. The course is articulated through a large number and variety of studies of moral cases drawn from various parts of the world that will require students to consider prescriptive moral theories. The study of matters such as the French legislation against veils in schools, reproductive rights in Italy, U.S. drug laws, and Iranian censorship vs. the value of liberty will inevitably result in meta-ethical reflections in terms of thinking about the nature of morality and the limits of moral judgment.

LAPLCT330

Critical Thinking

3 semester credits. This interdisciplinary course helps students from all areas of study to develop their critical thinking skills. The principles of reasoning, analysis, logic, and rhetoric will be introduced in both ancient and modern contexts during lectures. Students will be asked to participate in classroom exercises, examine arguments from both sides, learn to better analyze materials and therefore acquire a more thorough analysis of evidence, and apply these concepts to decision-making situations. The aim of the course is to arrive at a real-life application of these practical techniques that are relevant to all individuals, from the managerial level for professionals to everyday contexts.

DEPARTMENT of Political Science and International Relations

The Department of Political Science and International Relations offers courses ranging from single nations to international and globalized contexts. A special focus is given to European and Italian politics.

LAPSIR310

International Relations

3 semester credits. This course provides a survey of major concepts and issues in international relationships from 1919 to the present day. Course topics will discuss how and why things happen in the international state system. Issues include imperialism, anarchy, the Cold War, decision-making in foreign policy and world organizations, theories of cooperation and conflict, international security and arms control, international law, and international economic relations.

LAPSPI335

Islam and Politics

3 semester credits. This course analyzes the politics of the Muslim world by tracing the historical origins of Islamic religious doctrine and the spread of religious practice in different cultural contexts from South, Central, and South-East Asia to the Middle East, North Africa, and Europe. The course will introduce students to basic Islamic doctrines, the differences between Sunni and Shi'a traditions, Sufi mysticism, and Islamic fundamentalism. Topics will examine the interplay between religion, politics, and international relations, and students will explore the different forms of political institutions that govern Muslim societies and the implications of class, race, gender, and modernism. An important focus will be on the identity of Muslims in Italy through the perspectives of guest speakers and the local Muslim community in Florence.

LAPSEG340

Ethics of Globalization

3 semester credits. Is globalization good or bad? For whom? Will it go away or is it here to stay? Do I need to worry about it? Globalization, free trade, improved communications, travel, and transportation, together with the information revolution have created new moral challenges and intensified existing ones across the planet. In reviewing the pros and cons of globalization, students will consider arguments from philosophers, economists, businessmen, labor leaders, environmentalists, journalists, etc., as they examine north-south relations, economic development, population growth and migration, environmental issues, and the state of international law concerning security and the flow of trade, ideas, and people.

DEPARTMENT of Psychology

The Department of Psychology examines psychological development and practices in general areas such as cultural shock and in specific sectors such as sports and music.

LAPYCS190

Culture Shock: Cross-Cultural Psychology

3 semester credits. Over the recent decades, globalization has brought about a phenomenon that has increasingly been recognized by both psychologists and anthropologists as a viable field of research: Culture Shock. Also referred to as "culture fatigue" or "role shock," culture shock refers to the reactions of travelers during their first few months in a foreign country. This course presents culture shock within the context of cross-cultural psychology and places a specific emphasis on the students' own experiences as they live and study in a foreign country. Topics explored will include the role of communication and communication norms, cultural variables, taboos and rituals, and cultural adjustment.

LAPYJT240

Jung and Tarot: A Psychological Analysis of Symbols

3 semester credits. The Tarot is a colorful set of symbols sprung from the human imagination, depicting essential human experiences and patterns of development that are archetypal in their nature. Such archetypal images provide means of accessing the unconscious like dreams, myth, art, and poetry. This course presents a piercing interpretation of the Tarot cards in terms of Jungian psychology. Lectures will provide students with an organized, focused, and academic understanding of Jungian archetypes, through analogy with the humanities, mythology, and the graphic arts. The journey portrayed by the Tarot presents the main experiences, influences and dramas in our lives, and also parallels the inner journey of individuation. In this way the cards can be used as a focus for meditation and contemplation, leading to the development of self-knowledge and spiritual growth.

LAPYBT280

Bibliotherapy: Reading, Healing, and Wellness

3 semester credits. Bibliotherapy is a systematic method that utilizes literature and other narrative forms to transform traditional reading into a strategy to cope with a variety of psychological conditions. The activity of reading as a healing practice comes from a longstanding tradition: bibliotherapy dates back to ancient Greece, when libraries were seen as sacred places with healing powers. Particular attention will be given to the history of using literature for healing purposes, starting from the first historical references to the present day. This course will focus on developing a deep understanding of the therapeutic functions of books for psychological issues such as depression, eating disorders, anxiety, post-traumatic stress, and emotional and social development in adolescence. Coursework will examine the spectrum of bibliotherapeutic techniques and will enable students to experience bibliotherapy in action.

LAPYDT280

Dance Movement and Creative Arts Therapy

3 semester credits. Movement and dance have been used as forms of self-expression and healing since the earliest records of human civilization. Within a studio setting, students enrolled in this course will explore the therapeutic and expressive aspects of dance/movement experiences while at the same time gaining a deeper understanding of the evolution of dance/movement throughout history and cultures. Theory and application will be studied with the goal of investigating the therapeutic effects of dance/movement therapy in educational, counseling, and rehabilitation settings. Students will gain hands-on experience, putting the techniques and methods learned in class into practice. Other creative arts therapy modalities will also be examined to provide a more comprehensive foundation of this discipline.

LAPYBT285

Bibliotherapy: Reading, Healing, and Wellness Experiential Learning

3 semester credits. Bibliotherapy is a systematic method that utilizes literature and other narrative forms to transform traditional reading into a strategy to cope with a variety of psychological conditions. The activity of reading as a healing practice comes from a longstanding tradition: bibliotherapy dates back to ancient Greece, when libraries were seen as sacred places with healing powers. Particular attention will be given to the history of using literature for healing purposes, starting from the first historical references to the present day. This course will focus on developing a deep understanding of the therapeutic functions of books for psychological issues such as depression, eating disorders, anxiety, post-traumatic stress, and emotional and social development in adolescence. Coursework will examine the spectrum of bibliotherapeutic techniques and will enable students to experience bibliotherapy in action. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

LAPYAD290

Drug Abuse and Behavioral Addiction

3 semester credits. This course examines the practice and basic principles of addiction to drugs of abuse such as heroin, alcohol, tobacco, cannabis or cocaine. Course topics will cover the epidemiology of drug abuse, the experimental models used in brain research, and the pathological consequences of drug addiction (including heavy drinking and smoking). The course will extend the concept of addiction to pathological behaviors such as compulsive consumption of palatable food, physical exercise dependence, compulsive shopping, sexual hyperactivity, internet abuse, and gambling. The neurochemical mechanisms that are shared and lead from reward to positive reinforcement, loss of control, and dependence will be examined. The symptomatological and neurochemical similarities and differences between drug and behavioral addiction will be addressed, along with the self-destructive behaviors, tolerance, craving, and withdrawal symptoms that both types of dependence produce. The course traces also the basic aspects of human biology and physiology that are needed to fully comprehend the topics at hand, including the neuronal circuits and neurotransmitters that are altered by both natural and artificial rewards. Students will also learn how to analyze scientific data and correctly interpret the information that is published in peer-reviewed international scientific journals. Finally, students will gain an understanding of the social and ethical implications of drug and behavioral addiction and of the peculiar features of this problem in different countries, with an emphasis on the European and Italian approach as compared with other areas of the world.

LAPYSH300

#MeToo and Sexual Harassment

3 semester credits. #MeToo has rapidly moved from a social media hashtag to an international movement that demands changes in society towards how and what we view as sexual harassment. The power of the internet has become an integral tool in promoting empowerment through empathy by bringing together individuals that have been subject to harassment, and by exposing the predators that have exploited their power through pressure as well as force. This course aims to present a comprehensive history of sexual harassment to give the student a better understanding of how past events have contributed to the current movement. Examination of how the shifting standards of the 21st century have created a foundation for new definitions of acceptable behavior will provide an important tool for critical analysis of conduct between genders. Evaluation of sexual harassment in gender relations will create new perspectives and sensitivity to the current movement as a way reinforce #MeToo, not just an assessment of a viral trend, but as a tipping point in contemporary society.

LAPYSP300

Social Psychology

3 semester credits. "We see the world as we do, not because that is the way it is, but because we have these ways of seeing" (Wittgenstein). Social psychology is a scientific discipline that explores how the individual is influenced by social contexts. Students will learn to identify how social, environmental, and cognitive factors shape our thoughts, feelings, and actions. The course covers theories regarding attraction, aggression, conformity, and pro-social behavior. As this course is taught in Italy, students will have the advantage of observing and testing theories learned in class in a foreign environment.

LAPYTW300

Grow, Cook, Heal: Therapy for Wellbeing

3 semester credits. The garden is a space traditionally associated with food cultivation and recreational activity, both are known to have an influence on wellbeing. This course explores a culture of wellness based on the fundamentals of horticulture therapy and the use plants and green spaces, as well as horticultural and culinary activities to promote wellbeing. Students will explore the traditions related to garden activities to foster cognitive, social, emotional, and physical wellbeing for individuals and specific groups (i.e. the elderly, children, individuals with special needs) in a variety of settings. Adapting horticultural therapy in diverse site conditions from sowing to cultivation and the preparation of food products from the garden harvest will be a focus of this course. Course topics will include principles of horticulture, soils and soil cultivation, plant propagation, and harvesting, and the therapeutic potential of farm to table practices. Students will experience first-hand the restorative powers of green spaces through garden management and cooking labs to examine the benefits of the natural environment as a fundamental outcome of this course. This course includes an Experiential Learning Project with CEMI.

LAPYAT300

Art Therapy

3 semester credits. This lecture/lab course introduces students to the therapeutic functions of art. The aim is for students to become familiar with art therapy methods and techniques whose primary objective is to develop creative expressions. During class meetings, students will use their own personal experiences by conducting direct experiments to understand the function of art within a therapeutic context. This hands-on experience will then be compared with the theoretical ideas outlined in the required readings. In the laboratory/studio part of the course, students will handle a great variety of art materials ranging from the more traditional to less common objects. The aim is to facilitate self-expression on a non-verbal and creative level and in a safe environment, open to the free exchange of opinions and untouched by prejudiced or judgmental attitudes. The essential elements that compose the created image - space, color, movement, and form - will be examined and put to the test as expressive and symbolic tools of one's inner world.

LAPYSP304

Social Psychology - Service Learning

4 semester credits. "We see the world as we do, not because that is the way it is, but because we have these ways of seeing" (Wittgenstein). Social psychology is a scientific discipline that explores how the individual is influenced by social contexts. Students will learn to identify how social, environmental, and cognitive factors shape our thoughts, feelings, and actions. The course covers theories regarding attraction, aggression, conformity, and pro-social behavior. As this course is taught in Italy, students will have the advantage of observing and testing theories learned in class in a foreign environment. This course

includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LAPYTW304

Grow, Cook, Heal: Therapy for Wellbeing - Service Learning

4 semester credits. The garden is a space traditionally associated with food cultivation and recreational activity, both are known to have an influence on wellbeing. This course explores a culture of wellness based on the fundamentals of horticulture therapy and the use plants and green spaces, as well as horticultural and culinary activities to promote wellbeing. Students will explore the traditions related to garden activities to foster cognitive, social, emotional, and physical wellbeing for individuals and specific groups (i.e. the elderly, children, individuals with special needs) in a variety of settings. Adapting horticultural therapy in diverse site conditions from sowing to cultivation and the preparation of food products from the garden harvest will be a focus of this course. Course topics will include principles of horticulture, soils and soil cultivation, plant propagation, and harvesting, and the therapeutic potential of farm to table practices. Students will experience first-hand the restorative powers of green spaces through garden management and cooking labs to examine the benefits of the natural environment as a fundamental outcome of this course. This course includes an Experiential Learning Project with CEMI. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LAPYAT304

Art Therapy - Service Learning

4 semester credits. This lecture/lab course introduces students to the therapeutic functions of art. The aim is for students to become familiar with art therapy methods and techniques whose primary objective is to develop creative expressions. During class meetings, students will use their own personal experiences by conducting direct experiments to understand the function of art within a therapeutic context. This hands-on experience will then be compared with the theoretical ideas outlined in the required readings. In the laboratory/studio part of the course, students will handle a great variety of art materials ranging from the more traditional to less common objects. The aim is to facilitate self-expression on a non-verbal and creative level and in a safe environment, open to the free exchange of opinions and untouched by prejudiced or judgmental attitudes. The essential elements that compose the created image - space, color, movement, and form - will be examined and put to the test as expressive and symbolic tools of one's inner world. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course

topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LAPYAT400

Advanced Art Therapy

3 semester credits. This advanced lecture/lab course explores the history of art therapy as well as different contemporary theoretical approaches as well as practical applications of art therapy in various contexts and settings. Specific advanced scientific literature will be discussed, case studies will be analyzed, and contemporary challenges will be dealt with in order to shape critical knowledge of art therapy ethics, boundaries, limits and meanings associated with taking care of individuals, families, groups, and communities. Using their own personal experiences, students will use a great variety of media from diverse perspectives first-hand: writing, drawing, painting, collaging, and other techniques will be connected to each art therapy perspective in different ways in order to offer an idea of the flexibility required when dealing with this discipline. Glimpses will be also offered on other expressive art therapies such as music therapy and dance therapy. Prerequisites: Introduction to Art Therapy or equivalent.

LAPYAT404

Advanced Art Therapy - Service Learning

4 semester credits. This advanced lecture/lab course explores the history of art therapy as well as different contemporary theoretical approaches as well as practical applications of art therapy in various contexts and settings. Specific advanced scientific literature will be discussed, case studies will be analyzed, and contemporary challenges will be dealt with in order to shape critical knowledge of art therapy ethics, boundaries, limits and meanings associated with taking care of individuals, families, groups, and communities. Using their own personal experiences, students will use a great variety of media from diverse perspectives first-hand: writing, drawing, painting, collaging, and other techniques will be connected to each art therapy perspective in different ways in order to offer an idea of the flexibility required when dealing with this discipline. Glimpses will be also offered on other expressive art therapies such as music therapy and dance therapy. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience. Prerequisites: Introduction to Art Therapy or equivalent.

LAPYAP410

Abnormal Psychology

3 semester credits. What is “normal”? When asking ourselves this question, we often look to what is beyond the typical to contextualize what we consider normal. From the perspective of psychology, we all exhibit behavior at times that is not considered typical; but what is the line in which the behavior goes from quirky to clinical? This course aims to look deeper into the disordered personality to better understand the topics associated with abnormal psychology, with an emphasis on the classification, assessment and etiology of disorders, as well as analysis of the historical, cultural and sociological aspects as they relate to diagnosis. Examination of mood, personality, dissociative, and psychotic disorders, as well as fear and anxiety and the effects of stress will all be addressed in this course to allow students to gain a critical understanding of the factors that contribute to their causes and clinical approaches. As this course takes place in Italy, the Italian perspective of mental health will be a fundamental aspect of cultural analysis to develop a global sensitivity towards the topics the addressed. Prerequisites: Introductory course on research methods in psychology or equivalent.

LAPYMR450

Internship: Pre-Clinical Research - Dependence and Abuse

3 semester credits. This placement is offered to highly motivated students who want to enter and practice first-hand the world of clinical and pre-clinical research. Students will be in charge, under the supervision of professionals, of researching a particular topic within the larger field of drug abuse and behavioral addiction. Through initial observation in the lab and selected readings (as indicated by the site supervisor), students acquire knowledge of the epidemiology of drug abuse, the experimental models

used in brain research, and the pathological consequences of drug addiction. Next, students are invited to extend the concept of addiction to pathological behaviors such as compulsive consumption of palatable food, physical exercise dependence, compulsive shopping, sexual hyperactivity, internet abuse and gambling. Students are required to develop their own research question and, by the end of the experience, submit a research paper and a conference-like presentation. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Analysis of topics and themes of the research, laboratory familiarization, review of the lab's past and present research with a focus on specific addictions and dependence, discussion of therapeutic strategies, assistance with research activities and experiments, oral presentation of final research report, final portfolio. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may vary depending on placement. Not applicable to remote option. Prerequisites: Open to pre-med, science, and clinical psychology majors. A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

LAPYEL550

Ethics, Leadership, and Entrepreneurship

3 semester credits. This graduate-level course examines the elements that contribute to successful pathways in any professional field: the traits of leaders, the skills of the entrepreneur, and the ethical issues that support outcomes of both. Modern entrepreneurship is more than an act of starting a business; it is about presenting and promoting solutions for change that comes to life through great leadership. This course will assess the role of the leader in diverse contexts and the ethical challenges that influence and determine how they divulge their ideas. The development of interpersonal, communication, and negotiation skills through case studies and interactive workshops will be a primary focus of this course. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Graduate Topics In International Education

DEPARTMENT of Religious Studies

The Department of Religious Studies offers courses on Eastern and Western religions, religious history and practices, and important themes of religion in Italian culture and society.

LARSRS150

Introduction to Religious Studies

3 semester credits. This course offers students an examination of different religious concepts and some of the methods used for studying religious behaviors and beliefs. The course has strong focus on the relationships between values and beliefs within different religions. Religious ethics, biomedicine, human sexuality, and social justice will be examined through the analysis of issues such as euthanasia, abortion, and poverty. The course will also study various festivals, rites, sacrifices, diets, and fasting practices of certain religions to better understand their backgrounds and cultural influences.

LARSAY190

The Art of Yoga and Meditation

3 semester credits. This course provides students with an introduction to the art of yoga and meditation to gain an understanding of the philosophical and spiritual contexts that the discipline is rooted in. The course investigation begins with the notion of awareness, and the acquisition of the term through an overview of the principal asanas and their correct practice. The spiritual aspects of yoga are experienced in the form of various meditation techniques from different philosophies as well as the study of pranayama breathing exercises. Topics also include an examination of yoga props as well as dietary and nutritional guidelines, studied through the lens of yoga philosophy gleaned from sacred texts. The course will cover yoga traditions from ancient times to more contemporary interpretations.

LARSHC240

History of Christianity

3 semester credits. This course will approach Christianity both as an institution and as an intellectual tradition from a historical point of view. Course topics will focus on the roots of Christianity, Christianity during the Roman Empire, the Medieval church, the Papacy, monasticism, the schism between the Western and Eastern Churches, the Protestant Reformation and the Counter-Reformation, as well as the challenges faced by contemporary Christianity. The course will include visits to churches and monasteries in Florence.

LARSHC244

History of Christianity - Service Learning

4 semester credits. This course will approach Christianity both as an institution and as an intellectual tradition from a historical point of view. Course topics will focus on the roots of Christianity, Christianity during the Roman Empire, the Medieval church, the Papacy, monasticism, the schism between the Western and Eastern Churches, the Protestant Reformation and the Counter-Reformation, as well as the challenges faced by contemporary Christianity. The course will include visits to churches and monasteries in Florence. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LARSJC250

Judaism, Christianity, and Islam

3 semester credits. This course is a comparative introduction to the three Abrahamic religions. They will be analyzed in relation to each other, highlighting both shared aspects and major points of difference. Specific themes and concepts will be discussed in relation to each one of them: the idea of God and afterlife, the importance of authority and tradition, worship and ritual, ethics, and material culture. Significant excerpts from the most important texts of each religion will also be discussed and compared.

LARSRC270

Religion: Conflict, Violence, and Peace

This course focuses on defining critical themes that are both created by religion and resolved by it. Historically religion has been always been a trigger for conflict but it has also been a means to build peace and reconcile. This course will study religious violence and examples of tension and conflict both in past and in modern society by examining specific cases. It will also explore models of peace used in different religions and representations of peace today. New religious movements, terrorism, symbols of violence and peace, and political elements will be explored. The justification of violent practices and tolerance are fundamental issues that concern religion and the future of religion and conflict will be analyzed and the possibility of finding peace will be debated. Prerequisites: Introduction to Religious Studies, or equivalent.

LARSWR280

World Religions

3 semester credits. This is an introductory comparative study of the world's major religions including Hinduism, Buddhism, Judaism, Christianity, Islam, and the religions of China and Japan. The course will examine a significant number of specific themes in all religions studied: the nature of this world and universe, the relationship between the individual and the transcendent, ultimate reality, the meaning and goals of worldly life, the importance of worship and rituals, the importance of devotion to the master or guru, ethics, and human action. Excerpts from important texts of each tradition will be analyzed .

LARSIF280

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the

north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LARSIF285

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits.

LARSIF290

Multiculturalism, Food, and Religions in the Italian-French Riviera

6 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. Upon completion of the field learning week, the course continues as a regular academic session in Florence. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors.

The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LARSEA290

Energy Art - Qi Gong and Tai Chi

3 semester credits. This course will introduce students to the ancient Chinese practices of Qi Gong and Tai Chi. Students will explore and develop meditative practices which can help improve health and wellbeing through movements which work with the body's chi (qi), or vital energy. Qi Gong is an adaptive healing-based practice with its roots in Chinese medicine, from which Tai Chi grew as a meditative martial arts form. Students will learn about the historical origins, Chinese medicine principals, and underpinning philosophical values of both practices. They will also learn the techniques to develop a personal practice comprised of physical movements, breath techniques, posture, stretching, Tai Chi forms, and meditation to cultivate health and balance in the body.

LARSSF300

Sacred Florence Walks

3 semester credits. The development of the city of Florence and that of the Church are inextricably linked with one another; Christian, and more specifically, Catholic faith provided a framework for one's life, informed the development of social institutions and governing bodies, and inspired the development and flourishing of art and architecture during the period that would come to be known as the Renaissance. In short, this faith touched every aspect of life in the Florence of centuries past, and its present is still seen, felt, and experienced when moving through the dense urban fabric of the city. This course will also investigate the ways in which religious faith permeated numerous aspects of Florentine society and daily life, from the monasteries and convents spread throughout the city, to its charitable institutions and hospitals, to the care for the souls of the condemned, and, more joyfully, to celebratory traditions that survive to the present day. Themed walks will offer an opportunity to explore these themes through engaging with works of sacred art and architecture, as well as sites and routes of religious significance. Works and structures will be contextualized within the historic period in which they were produced, allowing students to understand how and why they were executed, as well as to explore the significance they would have held for their original viewers and to discuss what they mean to beholders today. The analysis of these spaces, places, and works will highlight additional layers of meaning and interpretation: life, death, violence, popular culture, and social change, among others. Open to students from all backgrounds and academic concentrations, this course will allow participants to discover the city of Florence through a unique lens while simultaneously encouraging them to learn about Italian historical epochs and the cultural diversity of its traditions. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

LARSYT300

Yoga Therapy: Philosophy and Practice

3 semester credits. This course is aimed to offer students already possessing a solid foundation of yoga knowledge and practice the tools to use the therapeutic functions of Hatha yoga in overcoming physical, mental, and emotional distress. Students will become familiar with health, wellness, and stress management topics through yoga practice in a therapeutic context. Through the hands-on approach to asanas, pranayama breathing exercises, and meditation techniques, students understand how to integrate yoga as a complementary treatment to medicine and a vital role in maintaining a healthy body and mind. The constant practice of awareness and observation combined with an analysis of anatomy and physiology applied to common pains and distresses will development the application of yoga therapy in individual and group contexts throughout the duration of the course.

LARSER310

Eastern Religions and Philosophy

3 semester credits. This course is a survey of the different religions and philosophical systems of India, China, Japan, and Southeast Asia, including Hinduism, Jainism, Sikhism, Buddhism (Theravada, Mahayana, Vajrayana), Taoism, Confucianism, and Shinto. The course will examine a significant number of specific themes and concepts such as wisdom, virtue, liberation, enlightenment, yogic discipline, meditation, guru devotion, and ethical behaviour. Excerpts from important texts of covered traditions will be analyzed including The Upanishads, The Bhagavad Gita, the Tao Te Ching, The Dhammapada, and The Confucian Canon. The teachings and writings of influential contemporary spiritual leaders will also be discussed.

LARSRW320

Religion and Women

3 semester credits. This course will examine the presentation and position of women in major world religious traditions such as Christianity and Islam. Other religions, including pagan and neo-pagan cults and religions, will be introduced for comparative purposes. Much use will be made of religious texts, feminist criticism, and the study of the visual arts. Lectures will be enhanced by on-site teaching in Florence in order to examine the depiction of female saints in Italian art in the Medieval, Renaissance, and Baroque periods.

LARSSS330

Saints and Sinners

3 semester credits. History has demonstrated that saints would not have existed without sinners and vice versa. The course will examine the encounters and interrelationships between “saints” and “sinners” over the course of Italian history. In many cases, the Saint was also a former Sinner but rarely the other way around. The great Saint Augustine, for example, is a testament to former sinners as seen in his famous Confessions in which his vivid, at times red-light experiences as a young man are described and redeemed by a saintly life. The texts, at times, almost hint at a subtle vein of regret and faint whiffs of nostalgia for the “dolce vita” of Augustine’s past. The same can be said of Saint Francis, who was known for conducting a dissipated, playboy-oriented lifestyle in Assisi conveniently financed by his rich father Bernardone. In other cases, history has documented epic clashes between sinners and saints-to-be. Between the dying Lorenzo il Magnifico and the future saint Savonarola, for example, in which the latter refused to absolve the former who had refused to confess his sins. Saint Bellarmine, Galileo’s inquisitor, condemned the scientist for demonstrating the error of the Sacred Scripture regarding the geocentrism, demonstrating yet again a saint’s victory. Another topic that will be examined by the course is the posthumous redemption of sinners such as the Giuseppe Verdi’s Lady of the Camellias in La Traviata and the lovers Paolo and Francesca in Dante’s Divina Commedia.

LARSPG335

Popes: Glamour, Power, and Corruption

3 semester credits. This course examines the popes of the eras prior to the Counter-Reformation (1530-1560) with a focus on the Renaissance. The popes preceding the Catholic reformation were not only religious magistrates but involved in activities related to politics, the arts, culture, and commerce. Such involvement in extra-religious areas brought popes face to face with issues and contexts that had little to do with the moral and religious principles inherent to the primary role of the pope. Yet the ascension of power has always been aligned with the accumulation of fame and riches, values typically associated with and appreciated by the secular and anthropocentric Renaissance society. Values that, as a matter of fact, a pope was in theory to be detached from either completely or at least in a lesser degree of magnitude and visibility. Course topics will analyze the episodes of corruption and scandal associated with the popes from the Renaissance and latter periods who contributed to generating a perception of the Roman Catholic Church that was far from edifying.

LARSAY380

Lifetime Yoga and Ayurvedic Medicine

3 semester credits. This course is designed for students with a foundation in yoga practice and philosophy, anatomy and applications for health. "Everyone can do yoga" is an essential departure point for this course as students expand upon, apply, and adapt previous knowledge as they learn the essential elements of a wholesome, balanced and safe lifetime yoga practice. Through a hands-on approaches and lecture, students will learn best practices for pre and post natal yoga, kids yoga, over 60's yoga, as well as yoga for diversely abled persons. In addition, students will learn principles of ayurveda, the sophisticated ancient Indian mind-body health system, to enhance the lifetime benefits of yoga. Ayurvedic concepts will be explored in the light of achieving the maximum benefits from yoga practice and in relation to modern medicine. Upon completion of this course, students will have further cultivated their practice of yoga and awareness, and will have gained the tools to adapt yoga practice throughout the stages of life. Prerequisite: Two previous yoga courses (including one intermediate-level course, or equivalent).

SCHOOL OF LIFE STUDIES AND HUMAN SCIENCES (LS)

The School of Life Studies and Human Sciences (LS) gathers the following departments: Environmental Studies (ES) Health Humanities (HH) Sociology (SO) The school considers the complex activity of the planet and how human development, cultural frameworks, and ecological practices have an impact on the environment. The precarious balance between nature, society, and human intervention are an important focus of the featured coursework. Environmental studies include an exploration of renewal energies, health humanities offer an interdisciplinary approach to health and wellbeing, and sociology courses focus on Italian culture, society, traditions, and societal evolution. Students have the opportunity to explore topics related to social-environmental interactions, social phenomena, environmental strategies for the future, and how societies can become more sustainable.

DEPARTMENT of Environmental Studies

The Department of Environmental Studies focuses on environmental conservation, ecosystems, biodiversity, and sustainable development.

LSESSF200

The Italian Food Industry: From Farm to Table

3 semester credits. One week of on-site field learning at an Italian farm before session start. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures will be complemented by visits, food tours, tastings, and cooking labs. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSESG201

Grow Green and Learn Italian

3 semester credits. This course offers an innovative way to learn the Italian language and develop environmental consciousness while exploring Florence and its surroundings. Through the study of the relationship between humans and nature, the human role in ecology, and the sustainable management and conservation of natural resources, students will learn basic Italian vocabulary and usage in the form of experiential learning. The course aims to develop four basic Italian language skills (reading, writing, listening, and speaking), while providing experiences and on-site lessons aimed at expanding the connection between individuals and the natural world and developing sustainable lifestyles. Each topic, excursion, and experience will be supported by a structured class of Italian language, providing a great opportunity to explore Florence, its parks, its people, and its traditions from a new perspective while learning and practicing the Italian language. This course includes an Italian language component for beginning-level students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach.

LSESEP240

Introduction to Environmental Plants

3 semester credits. This course will provide insight into how plants can enhance the physical, visual, and social environment. The use of ecological principles in developing sustainable, low-maintenance landscape systems will be addressed. Students will be introduced to classification, nomenclature, and the variety of ways in which plants affect and interact with the environment.

LSESSF250

The Italian Food Industry: From Farm to Table

3 semester credits. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures will be complemented by visits, food tours, tastings, and cooking labs.

LSESSF260

The Italian Food Industry: From Farm to Table

6 semester credits. One week of on-site field learning at an Italian farm before session start. Upon completion of the field learning week, the course continues as a regular academic session in Florence. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on

seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures in Florence will be complemented by visits, food tours, tastings, and cooking labs. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSESFJ300

Ethics and Justice in Food Systems

3 semester credits. Where does our food come from? How is it grown? What is actually in the food we eat? These are all important questions that we don't always want to know the answer to. Food justice is a social movement that examines the ethics of food production and food distribution, access to food, and the policies that are often a silent ingredient in our meals. Organic foods, farming, labor wages and practices, food supply distribution and waste, and sustainability are among the themes to be examined in this course. How food systems impact the health and well-being of individuals and communities, political policies and their role in food distribution in developed and developing countries, and the consequences of globalization on food ethics will be addressed through hands-on workshops, visits, and in-class discussions. A special emphasis will be placed on the cultural aspects of food supplies, the Italian traditions of food production and consumption, and the darker roles represented by food in organized crime and immigration.

LSESFJ304

Ethics and Justice in Food Systems - Service Learning

4 semester credits. Where does our food come from? How is it grown? What is actually in the food we eat? These are all important questions that we don't always want to know the answer to. Food justice is a social movement that examines the ethics of food production and food distribution, access to food, and the policies that are often a silent ingredient in our meals. Organic foods, farming, labor wages and practices, food supply distribution and waste, and sustainability are among the themes to be examined in this course. How food systems impact the health and well-being of individuals and communities, political policies and their role in food distribution in developed and developing countries, and the consequences of globalization on food ethics will be addressed through hands-on workshops, visits, and in-class discussions. A special emphasis will be placed on the cultural aspects of food supplies, the Italian traditions of food production and consumption, and the darker roles represented by food in organized crime and immigration. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LSESDN310

Design by Nature I

3 semester credits. This course examines the aim of environmental design to connect technology to human needs in terms of biological and psychological perspectives. Topics introduce students to the fundamentals of product design practices through

lessons on how to meet human criteria while considering sustainable principles. Students learn how to use nature as the inspiration for generating new ideas regarding product features, optimize design strategies, and understand the strategic role of product design in manufacturing. Coursework and projects will engage students in traditional and digital media methods as well as communications-focused activities. This class includes experiential learning with CEMI.

LSESDN380

Design by Nature II

3 semester credits. The second level of design by nature further challenges the notions and concepts related to uniting human needs, the environment, and design principles. Students gain the competency and strategies to develop new ideas and cultivate the tools utilized in the field of design with a focus on those that are directly applicable to sustainable product design. Relevant eco-design and sustainability strategies such as alternative materials and technologies are investigated and applied through specific assessments. This class includes experiential learning with CEMI. Prerequisites: Design by Nature I or equivalent.

DEPARTMENT of Health Humanities

The department of Health Humanities provides an interdisciplinary study of medical and health-related topics through humanities fields such as history, culture, the arts, and communication.

LSHHLN160

Lifetime Nutrition, Wellness, and Physical Activity

3 semester credits. This course offers a comprehensive approach to wellness, nutrition, and fitness from a lifetime perspective. Course topics will examine how healthy lifestyles span across the continuum of lifespans and ages with a focus on how dietary and fitness needs evolve throughout the four main life-stages: childhood, youth, adulthood, and for the elderly. Theoretical core concepts of how dietary and fitness needs are correlated to mental health and adapt according to each life-stage will be addressed along with a comparative focus on the Italian and Mediterranean approach. In addition to in-class lectures, the course features hands-on field experiences in nutrition labs for healthy diets and physical activities held in local Italian fitness facilities. Students will implement course topics and to cultivate student motivation for incorporating them into their own daily lives.

LSHHWM200

History of Western Medicine

3 semester credits. In this course, students will be guided through a study of the evolution of Western medicine over the centuries, investigating the stories and histories which have framed it. Students will become familiar with the important ideas, instruments, and individuals which shaped the progression of medical traditions, from classical antiquity to modern day. This course will also explore the spaces, often unexpected or unique, in which the scientific art was practiced - such as universities, apothecaries, battlefields, monasteries, and convents. This course will give students the tools needed to analyse the intersection between the field of medicine and those of law, religion, art, and culture. Particular focus will be given to medical practices and advancements made in Italy over the centuries.

LSHHW210

The Science of Happiness: Skills and Wellbeing

3 semester credits. This course focuses on individual skills to succeed in social and personal life. It provides an introduction to the science of happiness, integrating findings from positive psychology, behavioural genetics, neuroscience, and behavioural economics. The course offers a set of tools and techniques to transform problems into learning opportunities and to develop and apply strategies and skills that promote overall progress in a person's psychological, physical, and social well-being.

LSHHHS250

Comparative Health Systems and Policies

3 semester credits. Is there such a thing as “the perfect state health system,” and if so, what does it look like? This course aims to provide students with the history and knowledge of international health systems and policies necessary to devise their own answers to these questions. Students will study the national health systems and policies of other countries, including that of their host country, Italy. By exploring themes such as access to healthcare, mental health and preventative care policies, quality and efficiency vs cost relations, and research and technology, students will uncover how these topics affect the health and well-being of their citizens. Special emphasis will be given to private versus public sector healthcare and the advantages and disadvantages

associated with both. As part of their final project, students will be asked to develop their own concept of an “ideal” health system, drawing inspiration and combining aspects from various national systems.

LSHHHS254

Comparative Health Systems and Policies - Service Learning

4 semester credits. Is there such a thing as “the perfect state health system,” and if so, what does it look like? This course aims to provide students with the history and knowledge of international health systems and policies necessary to devise their own answers to these questions. Students will study the national health systems and policies of other countries, including that of their host country, Italy. By exploring themes such as access to healthcare, mental health and preventative care policies, quality and efficiency vs cost relations, and research and technology, students will uncover how these topics affect the health and well-being of their citizens. Special emphasis will be given to private versus public sector healthcare and the advantages and disadvantages associated with both. As part of their final project, students will be asked to develop their own concept of an “ideal” health system, drawing inspiration and combining aspects from various national systems. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LSHHEE280

Endemics, Epidemics, and Pandemics

3 semester credits. This course retraces the historical impact and scientific components of a series of diseases, from the Black Death in Florence and Milan to Influenza, HIV/AIDS, Polio, Ebola, and Covid-19 across the world. It addresses both the distribution and determinants of health-related diseases in specified populations, distinguishing between endemics, epidemics, and pandemics. The course also explores the effects of social mobility on the spread of diseases from antiquity to present-day scenarios. It defines and differentiates across rates, prevalence, and incidence to calculate and predict the spread of diseases.

LSHHCO280

Clinical Observation

3 semester credits. This course explores the significance of clinical observation in medicine, delving deeper in the history of observation and its present-day applications. The course focuses on the Italian healthcare system as a case study to learn about clinical observation and it applies a dynamic model based on in-person class meetings, field trips, assignments, and observation of clinical practices in area hospitals. Students will have the chance to learn about the historical evolution of observation and its relationship with the arts, ranging from the examination of anatomical theatres of the past to contemporary virtual reality instruments. They will also train their clinical observation skills and their capacity to record data meticulously through dynamic exercises.

LSHHBT280

Bibliotherapy: Reading, Healing, and Wellness

3 semester credits. Bibliotherapy is a systematic method that utilizes literature and other narrative forms to transform traditional reading into a strategy to cope with a variety of psychological conditions. The activity of reading as a healing practice comes from a longstanding tradition: bibliotherapy dates back to ancient Greece, when libraries were seen as sacred places with healing powers. Particular attention will be given to the history of using literature for healing purposes, starting from the first historical references to the present day. This course will focus on developing a deep understanding of the therapeutic functions of books for psychological issues such as depression, eating disorders, anxiety, post-traumatic stress, and emotional and social development in adolescence. Coursework will examine the spectrum of bibliotherapeutic techniques and will enable students to experience bibliotherapy in action.

LSHHDT280

Dance Movement and Creative Arts Therapy

3 semester credits. Movement and dance have been used as forms of self-expression and healing since the earliest records of human civilization. Within a studio setting, students enrolled in this course will explore the therapeutic and expressive aspects of dance/movement experiences while at the same time gaining a deeper understanding of the evolution of dance/movement throughout history and cultures. Theory and application will be studied with the goal of investigating the therapeutic effects of dance/movement therapy in educational, counseling, and rehabilitation settings. Students will gain hands-on experience, putting the techniques and methods learned in class into practice. Other creative arts therapy modalities will also be examined to provide a more comprehensive foundation of this discipline.

LSHHBT285

Bibliotherapy: Reading, Healing, and Wellness Experiential Learning

3 semester credits. Bibliotherapy is a systematic method that utilizes literature and other narrative forms to transform traditional reading into a strategy to cope with a variety of psychological conditions. The activity of reading as a healing practice comes from a longstanding tradition: bibliotherapy dates back to ancient Greece, when libraries were seen as sacred places with healing powers. Particular attention will be given to the history of using literature for healing purposes, starting from the first historical references to the present day. This course will focus on developing a deep understanding of the therapeutic functions of books for psychological issues such as depression, eating disorders, anxiety, post-traumatic stress, and emotional and social development in adolescence. Coursework will examine the spectrum of bibliotherapeutic techniques and will enable students to experience bibliotherapy in action. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

LSHHAD290

Drug Abuse and Behavioral Addiction

3 semester credits. This course examines the practice and basic principles of addiction to drugs of abuse such as heroin, alcohol, tobacco, cannabis or cocaine. Course topics will cover the epidemiology of drug abuse, the experimental models used in brain research, and the pathological consequences of drug addiction (including heavy drinking and smoking). The course will extend the concept of addiction to pathological behaviors such as compulsive consumption of palatable food, physical exercise dependence, compulsive shopping, sexual hyperactivity, internet abuse, and gambling. The neurochemical mechanisms that are shared and lead from reward to positive reinforcement, loss of control, and dependence will be examined. The symptomatological and neurochemical similarities and differences between drug and behavioral addiction will be addressed, along with the self-destructive behaviors, tolerance, craving, and withdrawal symptoms that both types of dependence produce. The course traces also the basic aspects of human biology and physiology that are needed to fully comprehend the topics at hand, including the neuronal circuits and neurotransmitters that are altered by both natural and artificial rewards. Students will also learn how to analyze scientific data and correctly interpret the information that is published in peer-reviewed international scientific journals. Finally, students will gain an understanding of the social and ethical implications of drug and behavioral addiction and of the peculiar features of this problem in different countries, with an emphasis on the European and Italian approach as compared with other areas of the world.

LSHHAT300

Art Therapy

3 semester credits. This lecture/lab course introduces students to the therapeutic functions of art. The aim is for students to become familiar with art therapy methods and techniques whose primary objective is to develop creative expressions. During class meetings, students will use their own personal experiences by conducting direct experiments to understand the function of art within a therapeutic context. This hands-on experience will then be compared with the theoretical ideas outlined in the required readings. In the laboratory/studio part of the course, students will handle a great variety of art materials ranging from the more traditional to less common objects. The aim is to facilitate self-expression on a non-verbal and creative level and in a safe environment, open to the free exchange of opinions and untouched by prejudiced or judgmental attitudes. The essential elements that compose the created image - space, color, movement, and form - will be examined and put to the test as expressive and symbolic tools of one's inner world.

LSHHSP300

Social Psychology

3 semester credits. "We see the world as we do, not because that is the way it is, but because we have these ways of seeing" (Wittgenstein). Social psychology is a scientific discipline that explores how the individual is influenced by social contexts. Students will learn to identify how social, environmental, and cognitive factors shape our thoughts, feelings, and actions. The course covers theories regarding attraction, aggression, conformity, and pro-social behavior. As this course is taught in Italy, students will have the advantage of observing and testing theories learned in class in a foreign environment.

LSHHHS300S

Introduction to Health and Safety

1 semester credit. This seminar aims to raise awareness of key health and safety issues in academic facilities and laboratories. The course meets the requirements for induction training for all students, promoting risk awareness and risk prevention as an integral part of education. A practical approach to training will be used in order to encourage students to actively participate both on their own and in small groups.

LSHHAT304

Art Therapy - Service Learning

4 semester credits. This lecture/lab course introduces students to the therapeutic functions of art. The aim is for students to become familiar with art therapy methods and techniques whose primary objective is to develop creative expressions. During class meetings, students will use their own personal experiences by conducting direct experiments to understand the function of art within a therapeutic context. This hands-on experience will then be compared with the theoretical ideas outlined in the required readings. In the laboratory/studio part of the course, students will handle a great variety of art materials ranging from the more traditional to less common objects. The aim is to facilitate self-expression on a non-verbal and creative level and in a safe environment, open to the free exchange of opinions and untouched by prejudiced or judgmental attitudes. The essential elements that compose the created image - space, color, movement, and form - will be examined and put to the test as expressive and symbolic tools of one's inner world. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LSHHSP304

Social Psychology - Service Learning

4 semester credits. "We see the world as we do, not because that is the way it is, but because we have these ways of seeing" (Wittgenstein). Social psychology is a scientific discipline that explores how the individual is influenced by social contexts. Students will learn to identify how social, environmental, and cognitive factors shape our thoughts, feelings, and actions. The course covers theories regarding attraction, aggression, conformity, and pro-social behavior. As this course is taught in Italy, students will have the advantage of observing and testing theories learned in class in a foreign environment. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LSHHBE320

Biomedical Ethics

3 semester credits. This course examines the ethics of medical practices and issues in contemporary society. Coursework will pose questions regarding areas that affect human life and death. Topics include practices such as euthanasia, birth control and abortion, cloning, genetic engineering, and biomedical research. Students will analyze the ethical nature of covered practices, how they affect humans on individual and social scales, and the relationship between patients and physicians and medical structures in terms of information, consent, and responsibility. Case studies from local European as well as non-European countries will be closely considered for discussion and study.

LSHHHC350

Health Communication and Virtual Care

3 semester credits. This course focuses on the role of communication in public health, the development and practice of health communication strategies, and how health campaigns, medical journalism, and an increasing community participation in online health outreach impact society and wellbeing. Starting from theories of past and present health communication, students will examine how health information is delivered and perceived, the influence of media on public health outcomes, and the cons/risks of media strategies on healthcare practitioners and beneficiaries. Case studies will be analyzed to gauge effectiveness and to discuss the findings of current research and scholarship on communication management in medical systems. Students will be asked to compare communication strategies in international contexts, as well as gain perspective on the implications of health communication as practiced in a country like Italy where healthcare is highly state-subsidized. Prerequisites: Introduction to Public Relations or Communication, an introductory health systems course, or equivalent.

LSHHPH350

Public Health: Policy and Community

3 semester credits. Now more than ever, increased attention to health disparities has highlighted the critical need for professionals and researchers to improve the health of people and communities around the globe. This course examines individual, collective, environmental, and organizational factors that affect the health of human populations, as well as methods for carrying out research in Public Health. Drawing on humanistic disciplines (such as sociology, pedagogy, ethics) and scientific disciplines (such as statistics, informatics, and data analysis), this course provides a unique environment where cross-disciplinary research in these areas of inquiry can flourish. In addition, the course enables students to bridge classroom training with hands-on experience in Public Health practice, fully embracing a “glocal” approach. Field visits will expose students to Public Health systems and community services at the local, national, and global level. By developing a theoretical framework and participating in on-site visits to Florentine locations, this course promotes a deep understanding of how the complex interplay of cultural, economic, political, and social justice forces can respond to health inequalities and health crisis more efficiently. Prerequisites: A lower-level Health Studies course, or equivalent, is required for this course.

LSHHGH390

Clinical Practice in Geriatric Healthcare

3 semester credits. This practice deals with geriatric, or gerontological healthcare within the Italian system, which is ranked in the top categories of healthcare worldwide (#2 in 2020 according to the WHO). The practice seeks to enable students to learn how to provide care to elderly individuals, focusing on the different approaches required to heal the ageing body through a high-quality and person-centered approach. The practice inserts students in a professional context, under the direct supervision and monitoring of a licensed doctor or nurse. This course features unsalaried shifts ranging from Monday to Friday, although some organizations may require weekend hours. The practice lasts for a minimum of 150 hours which may include a preparatory training course. Hours also include research and projects such as classroom activity and writing assignments. Placements will vary depending on the student’s language and professional skills.

LSHHEH390

Clinical Practice in Emergency Healthcare

3 semester credits. This placement is offered to highly motivated students who seek a structured experience within the system of public healthcare in Italy. The Italian healthcare system has consistently ranked in the top categories worldwide (#2 in 2020 according to the WHO) for its equal access to medical care and health statistics, in particular overall life expectancy. Organizations such as the Italian Red Cross, Misericordia, and ANPAS support the public system through volunteer work for essential services. For example, in the region of Tuscany, all services involving the rescue and transportation of emergency

patients are conducted by volunteers of the aforementioned associations. Student involvement in practice hours is an opportunity to actively engage within the local community and culture in connection to a healthcare perspective - achieved through ongoing tasks and clinical observations within a public healthcare context alongside licensed professionals and experienced volunteers. This practice is composed by hours in EMT observations for ambulance unit dispatches, where students participate in emergency ambulance dispatches to observe EMTs on duty. The practice inserts students in a professional context, under the direct supervision and monitoring of a licensed doctor or nurse. This course features unsalaried shifts ranging from Monday to Friday, although some organizations may require weekend hours. The practice lasts for a minimum of 150 hours which may include a preparatory training course. Hours also include research and projects such as classroom activity and writing assignments. Placements will vary depending on the student's language and professional skills.

LSHHPH390

Clinical Practice in Pediatric Healthcare

3 semester credits. This practice deals with pediatric healthcare within the Italian system, which is ranked in the top categories of healthcare worldwide (#2 in 2020 according to the WHO). The practice seeks to enable students to learn how to provide care to neonates, infants, children, and adolescents, by allowing them to engage in clinical hours in pediatric hospitals of the highest order. The practice inserts students in a professional context, under the direct supervision and monitoring of a licensed doctor or nurse. This course features unsalaried shifts ranging from Monday to Friday, although some organizations may require weekend hours. The practice lasts for a minimum of 150 hours which may include a preparatory training course. Hours also include research and projects such as classroom activity and writing assignments. Placements will vary depending on the student's language and professional skills.

LSHHSW390

Clinical Practice in Social Work

3 semester credits. This practice is designed to offer social work services in Italy. Social work comprises many target groups with the intention of increasing their individual and collective well-being. The practice seeks to foster knowledge concerning the interrelation of human development and behavior with social, cultural, and economic factors. In this practice, students contribute actively in the Italian social fabric to meet the need of the individuals assisted in their position's facility. The practice inserts students in a professional context, under the direct supervision and monitoring of a licensed professional. This course features unsalaried shifts ranging from Monday to Friday, although some organizations may require weekend hours. The practice lasts for a minimum of 150 hours which may include a preparatory training course. Hours also include research and projects such as classroom activity and writing assignments. Placements will vary depending on the student's language and professional skills.

LSHHAT400

Advanced Art Therapy

3 semester credits. This advanced lecture/lab course explores the history of art therapy as well as different contemporary theoretical approaches as well as practical applications of art therapy in various contexts and settings. Specific advanced scientific literature will be discussed, case studies will be analyzed, and contemporary challenges will be dealt with in order to shape critical knowledge of art therapy ethics, boundaries, limits and meanings associated with taking care of individuals, families, groups, and communities. Using their own personal experiences, students will use a great variety of media from diverse perspectives first-hand: writing, drawing, painting, collaging, and other techniques will be connected to each art therapy perspective in different ways in order to offer an idea of the flexibility required when dealing with this discipline. Glimpses will be also offered on other expressive art therapies such as music therapy and dance therapy. Prerequisites: Introduction to Art Therapy or equivalent.

LSHHAT404

Advanced Art Therapy - Service Learning

4 semester credits. This advanced lecture/lab course explores the history of art therapy as well as different contemporary theoretical approaches as well as practical applications of art therapy in various contexts and settings. Specific advanced scientific literature will be discussed, case studies will be analyzed, and contemporary challenges will be dealt with in order to shape critical knowledge of art therapy ethics, boundaries, limits and meanings associated with taking care of individuals, families, groups, and communities. Using their own personal experiences, students will use a great variety of media from diverse perspectives first-hand: writing, drawing, painting, collaging, and other techniques will be connected to each art therapy perspective in different ways in order to offer an idea of the flexibility required when dealing with this discipline. Glimpses will be also offered on other expressive art therapies such as music therapy and dance therapy. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in

which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience. Prerequisites: Introduction to Art Therapy or equivalent.

LSHHAP410

Abnormal Psychology

3 semester credits. What is “normal”? When asking ourselves this question, we often look to what is beyond the typical to contextualize what we consider normal. From the perspective of psychology, we all exhibit behavior at times that is not considered typical; but what is the line in which the behavior goes from quirky to clinical? This course aims to look deeper into the disordered personality to better understand the topics associated with abnormal psychology, with an emphasis on the classification, assessment and etiology of disorders, as well as analysis of the historical, cultural and sociological aspects as they relate to diagnosis. Examination of mood, personality, dissociative, and psychotic disorders, as well as fear and anxiety and the effects of stress will all be addressed in this course to allow students to gain a critical understanding of the factors that contribute to their causes and clinical approaches. As this course takes place in Italy, the Italian perspective of mental health will be a fundamental aspect of cultural analysis to develop a global sensitivity towards the topics the addressed. Prerequisites: Introductory course on research methods in psychology or equivalent.

LSHHPC450

Internship: Public and Community Healthcare

3 semester credits. This placement is offered to highly motivated students who seek a structured experience within the system of public healthcare in Italy. The Italian healthcare system has consistently ranked in the top categories worldwide (#2 in 2020 according to the WHO) for its equal access to medical care and health statistics, in particular overall life expectancy. Several non-profit organizations such as the Italian Red Cross, Misericordia, and ANPAS support the public system through volunteer work for essential services. For example, in the region of Tuscany, all services involving the rescue and transportation of emergency patients are conducted by volunteers of the aforementioned associations. Student involvement in placement hours is an opportunity to actively engage within the local community and culture in connection to a healthcare perspective—achieved through ongoing tasks and clinical observations within a public healthcare context alongside licensed professionals and experienced volunteers. Placement involvement will require hours in at least one or more of the following areas: 1. Clinic assistance for patient / community relations and office duties: Provide support to clinic services and office team. Assist with public and patient relations in the English language 2. Civil service involvement for community and citizen care: Provide support to teams involved in assisting low-income families and the homeless through services such as food, clothing, and blanket distribution. Participate in civil service team assignments to cultural and sporting events for security and medical surveillance on-site. 3. EMT observations for ambulance unit dispatches: Participate in emergency ambulance dispatches to observe EMTs on duty. Observe ambulance-to-hospital (or vice versa to home) processes involved in patient transfers, check-in, and release. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student’s preparation of a final analytical report and portfolio. Placements will vary depending on the student’s language and professional skills. Main tasks: See Areas 1-3 above. For all areas of task involvement, a final portfolio is also required. Additional materials/Dress code: Dress code requirements will vary depending on the assigned placement subcategories. Not applicable to remote option. Prerequisites: Open to pre-med, health studies, social work, and nursing majors. A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

LSHHMR450

Internship: Pre-Clinical Research - Dependence and Abuse

3 semester credits. This placement is offered to highly motivated students who want to enter and practice first-hand the world of clinical and pre-clinical research. Students will be in charge, under the supervision of professionals, of researching a particular topic within the larger field of drug abuse and behavioral addiction. Through initial observation in the lab and selected readings (as indicated by the site supervisor), students acquire knowledge of the epidemiology of drug abuse, the experimental models used in brain research, and the pathological consequences of drug addiction. Next, students are invited to extend the concept of addiction to pathological behaviors such as compulsive consumption of palatable food, physical exercise dependence, compulsive shopping, sexual hyperactivity, internet abuse and gambling. Students are required to develop their own research question and, by the end of the experience, submit a research paper and a conference-like presentation. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Analysis of topics and themes of the research, laboratory familiarization, review of the lab's past and present research with a focus on specific addictions and dependence, discussion of therapeutic strategies, assistance with research activities and experiments, oral presentation of final research report, final portfolio. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may vary depending on placement. Not applicable to remote option. Prerequisites: Open to pre-med, science, and clinical psychology majors. A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

DEPARTMENT of Sociology

The Department of Sociology cultivates an appreciation for history, traditions and social engagement through a wide range of courses that address topics such as European social phenomena and Italian social frameworks, culture, and gender and family relations.

LSSOIF170

Cultural Introduction to the Italian Family

3 semester credits. One week of on-site field learning with Italian families before session start. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSSOIF180

Cultural Introduction to the Italian Family

3 semester credits. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families.

LSSOIF184

Cultural Introduction to the Italian Family - Service Learning

4 semester credits. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families. Students will be involved in experiential learning projects which will provide students the opportunity to interact through the "Family Club" with Italian families and merge with the local community. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LSSOIF190

Cultural Introduction to the Italian Family

6 semester credits. One week of on-site field learning with Italian families before session start. Upon completion of the field learning week, the course continues as a regular academic session in Florence. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSSOCI200

Cultural Introduction to Italy

3 semester credits. One week of on-site field learning in different locations before session start: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but

seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSSOGG201

Grow Green and Learn Italian

3 semester credits. This course offers an innovative way to learn the Italian language and develop environmental consciousness while exploring Florence and its surroundings. Through the study of the relationship between humans and nature, the human role in ecology, and the sustainable management and conservation of natural resources, students will learn basic Italian vocabulary and usage in the form of experiential learning. The course aims to develop four basic Italian language skills (reading, writing, listening, and speaking), while providing experiences and on-site lessons aimed at expanding the connection between individuals and the natural world and developing sustainable lifestyles. Each topic, excursion, and experience will be supported by a structured class of Italian language, providing a great opportunity to explore Florence, its parks, its people, and its traditions from a new perspective while learning and practicing the Italian language. This course includes an Italian language component for beginning-level students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach.

LSSOCI202

Cultural Introduction to Italy

3 semester credits. The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and is aimed to provide the student with an incomparable experience of studying important sites of artistic architectural and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. Florence only.

LSSOCI207

Cultural Introduction to Italy

6 semester credits. One week of on-site field learning in different locations before semester/summer sessions: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). Upon completion of the field learning week, the course continues as a regular academic session in Florence. The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom

setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSSOIA225

The Italian-American Experience

3 semester credits. This course explores the cultural anthropology and sociology of the Italian-American family from the beginning of the twentieth century to the present day. Topics will focus on the following themes: stereotypes, gender, religion, politics, social change, and community character and adaptation. Students will analyze newspapers, magazines, and narrative fiction, as well as documentaries, feature films, and popular television programs. Special attention will be paid to the emotional and cultural experience of the return of Italian-Americans to their roots in Italy.

LSSOFC240

Food, Culture, and Society in Italy

3 semester credits. This course is targeted towards students with an interest in Italian food traditions, society, and culture. The main focus consists of what is generally defined as "made in Italy" culture and style in post-war Italy. Also covered are the relationships between Italian traditions, folklore and contemporary Italian society drawing from examples including festivals, food, tourism, and economy, and the influence of foreign civilizations. Students will be asked to regard the subject of food outside of the context of ingredients and the procedures used to create a dish; we will instead examine a large scale context in which food is either featured as a main component or an integral element in cultural situations. Thus the student is asked first and foremost to observe the presented material across an anthropologic lens that roves over the entire Italian peninsula. Lectures will be complemented by student cooking labs and/or tastings.

LSSOIF280

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and

appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSSOPF280

Faces, Facts, and Places in Italian Fashion

3 semester credits. This course addresses significant moments in the timeline of Italian fashion from its historic origins to the present day. While exploring the art and business of Italian fashion design, students will encounter influential individuals, style and industry-changing happenings, and the places that hosted them. Designers and creative figures, industry players and companies, hallmark fashion shows, and significant Italian locations are amongst the case studies covered. Field visits and guest lectures are an essential component of this course.

LSSOCC285

Italian Civilization and Culture: Society and Lifestyle

6 semester credits. This field learning course engages the student in topics related to Italian civilization and culture through direct experience and on-going research. Places of historic, archeological, artistic, architectural, religious, and culinary importance will be introduced on-site as students are guided by the instructor to contextualize an interdisciplinary understanding of Italy. The 3-week course focuses on three distinct areas of geographic interest in Italy: Northern Italy and its relationship to Europe; Southern Italy's proximity to Middle Eastern and Mediterranean cultures; and Central Italy's cultural dominance due to the Etruscan, Roman, and Renaissance influence. Pre-course research is required through the analysis and study of designated resources and bibliographies. On-site fieldwork and assessment are conducted on a daily basis between the instructor and students. Discussion, recording, and presentation are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of Italian society from the perspectives of institutions, family, social class, religion, economy, and education. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSSOIF285

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits.

LSSOIF290

Multiculturalism, Food, and Religions in the Italian-French Riviera

6 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. Upon completion of the field learning week, the course continues as a regular academic session in Florence. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSSOWL290

Love Letters of Great Men and Women

3 semester credits. This course will explore love and romantic relationships through the words of notable individuals from the past. The letters written by great men and women - poets, novelists, musicians, philosophers, politicians, kings and queens - to their loved ones will provide an opportunity for students to examine the evolution of romantic relationships from the ancient Roman times to modern days, with a special focus dedicated to the 18th and 19th century. Through reading, analyzing, and discussing love letters and other background materials, students will explore the ties between the experience of love and its expression through the means of writing as a characteristic trait of human interaction, from an historical, social, cross-cultural, and literary point of view.

LSSORP300

Food of Italy: Regional Cultures

3 semester credits. This course focuses on different aspects of regional food in Italy. Emphasis is placed on how food relates to the local lifestyle. Regional economy and local resources are analyzed and compared. Students are introduced to a diversity of local products. Lectures will be complemented by student cooking labs and/or tastings.

LSSODT300

Design Thinking

3 semester credits. Design thinking refers to creative strategies designers use during the process of designing. Focused on listening, user empathy, whole-brain thinking, collaboration, and experimentation, design thinking can be applied within any team and in any field—from architecture and design to healthcare and product development. This course applies design thinking methodology to everyday problems and provides students with the tools they need to become innovative thinkers. Envisioned as a collaborative lab, this course fosters the integration of research, problem-forming and problem-solving, aesthetics, technology, prototyping, and publishing, with a strong focus on user's needs. Several tools to help students understand design thinking as a problem-solving approach are introduced throughout the course. Case-studies from different organizations that used design

thinking to uncover compelling solutions are used to support instruction. This course delves into the fundamentals of this creative approach by immersing students in dynamic discussions, relevant readings, and team exercises. Throughout the course, students learn how to empathize with the needs and motivations of the end users, discover new ideas for solving a problem and how to apply strategies and methodologies drawn from a wider range of creative design practices.

LSSOTI300

The Italians: Life, Culture, and Society

3 semester credits. The purpose of this course is paint a portrait of the Italian people through the colors and shades of the Italian lifestyle. The course will discuss the many points of pride of Italian culture as well as examine the many contradictions that may often baffle the foreign observer. Course topics will provide students with an in-depth analysis of the Italian identity addressed through readings of history, culture, and sociology. This course includes an Italian language component for intermediate language students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach. Prerequisites: Two semesters of Italian language or equivalent.

LSSOFJ300

Ethics and Justice in Food Systems

3 semester credits. Where does our food come from? How is it grown? What is actually in the food we eat? These are all important questions that we don't always want to know the answer to. Food justice is a social movement that examines the ethics of food production and food distribution, access to food, and the policies that are often a silent ingredient in our meals. Organic foods, farming, labor wages and practices, food supply distribution and waste, and sustainability are among the themes to be examined in this course. How food systems impact the health and well-being of individuals and communities, political policies and their role in food distribution in developed and developing countries, and the consequences of globalization on food ethics will be addressed through hands-on workshops, visits, and in-class discussions. A special emphasis will be placed on the cultural aspects of food supplies, the Italian traditions of food production and consumption, and the darker roles represented by food in organized crime and immigration.

LSSOFJ304

Ethics and Justice in Food Systems - Service Learning

4 semester credits. Where does our food come from? How is it grown? What is actually in the food we eat? These are all important questions that we don't always want to know the answer to. Food justice is a social movement that examines the ethics of food production and food distribution, access to food, and the policies that are often a silent ingredient in our meals. Organic foods, farming, labor wages and practices, food supply distribution and waste, and sustainability are among the themes to be examined in this course. How food systems impact the health and well-being of individuals and communities, political policies and their role in food distribution in developed and developing countries, and the consequences of globalization on food ethics will be addressed through hands-on workshops, visits, and in-class discussions. A special emphasis will be placed on the cultural aspects of food supplies, the Italian traditions of food production and consumption, and the darker roles represented by food in organized crime and immigration. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course

topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

LSSOCP310

Cultural Perspectives: Awareness, Exposure, and Engagement

6 semester credits. The aim of this course is to study Italian culture through action and participation, and to build awareness from the perspective of active engagement beyond mere observation. The course concept is intended to give students a better understanding of contemporary Italian society and culture –politics, economy, social environment, traditions –and compare their current expressions with historical contexts by using hands-on and interactive participation in cultural integration programs that involve the local community. An important element of this course is the Italian language component, which acts as a bridge to Italian culture based on communication skills. Throughout the course, students will be encouraged to apply their basic knowledge of Italian language to fulfill course requirements. The course is designed to expand the student's global prospective through constant reflection and constructive criticism in order to incorporate intercultural knowledge into a richly articulated awareness of the self intended as the individual, as the individual within a community, and the individual within a culture. The Cultural Perspective course includes: 8 visits in Florence, regular involvement in activities related to cultural immersion and fieldwork. During the semester it also includes a weekend research trip to Sicily as an integral component of the academic coursework. During summer sessions, the course includes a weekend trip to Rome and one weekend trip to Verona and lakes as an integral component of the academic coursework. The course focuses on cognitive development, cultural awareness, and intercultural and interpersonal communication by integrating and placing the student in direct contact with local culture.

LSSOWT310

Wine Culture and Society in Tuscany

3 semester credits. This course explores wine cultures and societies in Tuscany. On a socio-cultural level, wine holds an iconic position of the Tuscan table, as it is used to celebrate local festivities, perpetuate customs, and to energize social gatherings and events. This course introduces students to the underlying human context behind Tuscan wine productions and service, covering a variety of wine-producing zones in the region - from larger productions, such as Chianti and the Super Tuscans, to lesser-commercialized emerging areas like Montecucco and Chianti Rufina.

LSSOWC330

Exploration of Wine Culture in Italy

3 semester credits. The wine culture in Italy takes its origins from the successful combination of rural and noble expertise devoted to winemaking over the centuries. The structure of Italian wines, their harmonious qualities, and their refinement reflect the link between the farmer, who learns directly from nature, and the refined Renaissance gentleman, noble by education and tradition. The course aims to provide the student with the images, feelings, and flavors of wine across the cultural, architectural, economic, and historic aspects of Italian civilization that is now experiencing a second rebirth in the contemporary era.

LSSOWC340

Food, Wine, and Culture in Italy

3 semester credits. This course is targeted towards students who are interested in the Italian traditions and the pivotal role that Italy has played in the evolution of food and wine culture. Italy is in fact the oldest wine-producing nation in the world where grapes are grown in almost every region of the country. This course will consider and analyze the various influences and cultural overlaps that this ancient tradition has brought to contemporary Italian culture. The course will also feature an Italian language component in order to better understand and appreciate the elements of contemporary Italian culture which will be discussed during the course. This course includes an Italian language component for beginning-level students and field learning activities. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSSOWC345

Food, Wine, and Culture in Italy

6 semester credits. This course is targeted towards students who are interested in the Italian traditions and the pivotal role that Italy has played in the evolution of food and wine culture. Italy is in fact the oldest wine-producing nation in the world where grapes are grown in almost every region of the country. This course will consider and analyze the various influences and cultural overlaps that this ancient tradition has brought to contemporary Italian culture. This course includes an Italian language component for beginning-level students and field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSSONN350

Neapolitan Novels: Elena Ferrante's Southern Italy

3 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines.

LSSONN351

Neapolitan Novels: Elena Ferrante's Southern Italy

4 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LSSOTC370

Art Theory and Criticism

3 semester credits. This course examines major philosophies and concepts that have contributed to the discussion of art theory, aesthetic discourse, and criticism in the wider context of contemporary society. Reading and analyzing various texts from

antiquity to the present, students will explore the underlying questions and meanings of art and how they interact or conflict throughout the development of Western thought, behavior, and society. The aim of this course is to utilize art theory foundations in order to develop an informed critical analysis. Texts covered in class will include writings by philosophers, critics, and artists such as Plato, Alberti, Kant, Benjamin, Greenberg, Barthes, Baudrillard, Lippard, and Trin T. Minha. Prerequisites: Introduction to Art History.

LSSOOB470

Organizational Behavior

3 semester credits. The aim of this course is to provide an overview of main theoretical concepts of organizational behavior (OB) and their application in professional organizations. The course covers various topics in OB, which are generally grouped into the individual, group, and organizational levels of analysis. The course balances conceptual knowledge with practical application. Lectures will provide a broad overview of the course topic and explain key concepts to be used in understanding phenomena occurring in the business world. Relevant case studies will be discussed in class in order to develop students' skills in applying knowledge to practical situations. Prerequisites: Human Resources Management or equivalent.

SCHOOL OF PROFESSIONAL STUDIES AND EXPERIENTIAL LEARNING (PS)

The School of Professional Studies and Experiential Learning (PS) gathers the following departments: Clinical Practice (CP), Community Service (CS) Experiential Learning (EL, SP) Field Learning (FL) Internships (IN) Portfolio Development (PD) The school represents FUA-AUFs core of innovation in terms of enhancing education through learning by doing, professionalizing coursework, and direct involvement in the local community. Students have the opportunity to apply knowledge, skills, and competencies learned in the classroom to the real world, using the local community as a living laboratory for experiential and professional studies. Personal growth, career building, teamwork, ethical decision making, and leadership skills are a few of the competency results of the coursework and placement opportunities provided by the School of Professional Studies. Integrating student experience and learning outcomes with the city of Florence is a core value of the school for both credit-based and non-credit opportunities.

DEPARTMENT of Clinical Practice

The Department of Clinical Practice involves students in professional healthcare contexts under the supervision of institutional faculty and healthcare professionals in Italy.

PSCPGH390

Clinical Practice in Geriatric Healthcare

3 semester credits. This practice deals with geriatric, or gerontological healthcare within the Italian system, which is ranked in the top categories of healthcare worldwide (#2 in 2020 according to the WHO). The practice seeks to enable students to learn how to provide care to elderly individuals, focusing on the different approaches required to heal the ageing body through a high-quality and person-centered approach. The practice inserts students in a professional context, under the direct supervision and monitoring of a licensed doctor or nurse. This course features unsalaried shifts ranging from Monday to Friday, although some organizations may require weekend hours. The practice lasts for a minimum of 150 hours which may include a preparatory training course. Hours also include research and projects such as classroom activity and writing assignments. Placements will vary depending on the student's language and professional skills.

PSCPEH390

Clinical Practice in Emergency Healthcare

3 semester credits. This placement is offered to highly motivated students who seek a structured experience within the system of public healthcare in Italy. The Italian healthcare system has consistently ranked in the top categories worldwide (#2 in 2020 according to the WHO) for its equal access to medical care and health statistics, in particular overall life expectancy. Organizations such as the Italian Red Cross, Misericordia, and ANPAS support the public system through volunteer work for essential services. For example, in the region of Tuscany, all services involving the rescue and transportation of emergency patients are conducted by volunteers of the aforementioned associations. Student involvement in practice hours is an opportunity to actively engage within the local community and culture in connection to a healthcare perspective—achieved through ongoing tasks and clinical observations within a public healthcare context alongside licensed professionals and

experienced volunteers. This practice is composed by hours in EMT observations for ambulance unit dispatches, where students participate in emergency ambulance dispatches to observe EMTs on duty. The practice inserts students in a professional context, under the direct supervision and monitoring of a licensed doctor or nurse. This course features unsalaried shifts ranging from Monday to Friday, although some organizations may require weekend hours. The practice lasts for a minimum of 150 hours which may include a preparatory training course. Hours also include research and projects such as classroom activity and writing assignments. Placements will vary depending on the student's language and professional skills.

PSCPPH390

Clinical Practice in Pediatric Healthcare

3 semester credits. This practice deals with pediatric healthcare within the Italian system, which is ranked in the top categories of healthcare worldwide (#2 in 2020 according to the WHO). The practice seeks to enable students to learn how to provide care to neonates, infants, children, and adolescents, by allowing them to engage in clinical hours in pediatric hospitals of the highest order. The practice inserts students in a professional context, under the direct supervision and monitoring of a licensed doctor or nurse. This course features unsalaried shifts ranging from Monday to Friday, although some organizations may require weekend hours. The practice lasts for a minimum of 150 hours which may include a preparatory training course. Hours also include research and projects such as classroom activity and writing assignments. Placements will vary depending on the student's language and professional skills.

PSCPSW390

Clinical Practice in Social Work

3 semester credits. This practice is designed to offer social work services in Italy. Social work comprises many target groups with the intention of increasing their individual and collective well-being. The practice seeks to foster knowledge concerning the interrelation of human development and behavior with social, cultural, and economic factors. In this practice, students contribute actively in the Italian social fabric to meet the need of the individuals assisted in their position's facility. The practice inserts students in a professional context, under the direct supervision and monitoring of a licensed professional. This course features unsalaried shifts ranging from Monday to Friday, although some organizations may require weekend hours. The practice lasts for a minimum of 150 hours which may include a preparatory training course. Hours also include research and projects such as classroom activity and writing assignments. Placements will vary depending on the student's language and professional skills.

DEPARTMENT of Community Service

The aim of the Department of Community Service department is to acquaint students with the non-profit sector and foster their sense of social awareness. Courses connect students with the city of Florence and its more urgent issues, raising student perception of intercultural communications, teamwork, and creative approaches to social topics.

PSCSIB104

Italian Language Elementary - Service Learning

4 semester credits. This introductory language course is intended for students with no prior knowledge of Italian. The course presents linguistic fundamentals and essential grammatical structures necessary for elementary communication. Students will learn the regular conjugations of common -are, -ere, and -ire verbs, working primarily with present tense verbs. Simple prepositions will also be introduced along with other fundamental structures. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

PSCSIF184

Cultural Introduction to the Italian Family - Service Learning

4 semester credits. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families. Students will be involved in experiential learning projects which will provide students the opportunity to interact through the "Family Club" with Italian families and merge with the local community. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

PSCSII204

Italian Language Intermediate - Service Learning

4 semester credits. This intermediate level course is intended for students who have previously completed two semesters of elementary Italian language studies at the undergraduate level. With the mastery of common verb conjugations, students will move on to future tense structures as well as use of irregular verbs. Focus will be on strengthening reading, writing, speaking, and listening skills. Conditional tenses will be introduced, along with continued practice on expansion of vocabulary and gradual building of complexity in grammatical structures. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience. Prerequisites: One semester of Italian language or equivalent.

PSCSHS254

Comparative Health Systems and Policies - Service Learning

4 semester credits. Is there such a thing as "the perfect state health system," and if so, what does it look like? This course aims to provide students with the history and knowledge of international health systems and policies necessary to devise their own answers to these questions. Students will study the national health systems and policies of other countries, including that of their host country, Italy. By exploring themes such as access to healthcare, mental health and preventative care policies, quality and efficiency vs cost relations, and research and technology, students will uncover how these topics affect the health and well-being of their citizens. Special emphasis will be given to private versus public sector healthcare and the advantages and disadvantages associated with both. As part of their final project, students will be asked to develop their own concept of an "ideal" health system, drawing inspiration and combining aspects from various national systems. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the

needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

PSCSL300

Learn and Serve

3 semester credits. This service learning project provides students the opportunity to interact in an active involvement in Italian society through the combination of community service with academic instruction. Students will be assigned to local organizations, NGOs, and cultural associations according to their area of interest, expertise, and if required, command of the Italian language. Student involvement, emphasizing reciprocal learning, will address community needs and civic responsibility and will promote critical thinking. Depending on their concentration and major, students can carry out their activity within certain programs and departments at FUA and Palazzi. This course includes community service hours within the Florentine Community.

PSCSFL300

Experiential Learning From Theory to Action: Field Learning, Service Learning, Community Service

3 semester credits. The course explores the educational theories and best practices that allowed contemporary generations to transition away from the traditional lecture environment of frontal classes. Topics focus on how emerging forms of education engage in the local cultural heritage through projects aimed at giving back to the community through volunteering, exploration, and service. Students will understand the management, organization, and philosophy of innovative teaching methodologies. This class includes experiential learning hours in the areas of field learning, service learning, and community service.

PSCSAT304

Art Therapy - Service Learning

4 semester credits. This lecture/lab course introduces students to the therapeutic functions of art. The aim is for students to become familiar with art therapy methods and techniques whose primary objective is to develop creative expressions. During class meetings, students will use their own personal experiences by conducting direct experiments to understand the function of art within a therapeutic context. This hands-on experience will then be compared with the theoretical ideas outlined in the required readings. In the laboratory/studio part of the course, students will handle a great variety of art materials ranging from the more traditional to less common objects. The aim is to facilitate self-expression on a non-verbal and creative level and in a safe environment, open to the free exchange of opinions and untouched by prejudiced or judgmental attitudes. The essential elements that compose the created image - space, color, movement, and form - will be examined and put to the test as expressive and symbolic tools of one's inner world. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

PSCSSP304

Social Psychology - Service Learning

4 semester credits. "We see the world as we do, not because that is the way it is, but because we have these ways of seeing" (Wittgenstein). Social psychology is a scientific discipline that explores how the individual is influenced by social contexts. Students will learn to identify how social, environmental, and cognitive factors shape our thoughts, feelings, and actions. The course covers theories regarding attraction, aggression, conformity, and pro-social behavior. As this course is taught in Italy, students will have the advantage of observing and testing theories learned in class in a foreign environment. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all

tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

PSCSFJ304

Ethics and Justice in Food Systems - Service Learning

4 semester credits. Where does our food come from? How is it grown? What is actually in the food we eat? These are all important questions that we don't always want to know the answer to. Food justice is a social movement that examines the ethics of food production and food distribution, access to food, and the policies that are often a silent ingredient in our meals. Organic foods, farming, labor wages and practices, food supply distribution and waste, and sustainability are among the themes to be examined in this course. How food systems impact the health and well-being of individuals and communities, political policies and their role in food distribution in developed and developing countries, and the consequences of globalization on food ethics will be addressed through hands-on workshops, visits, and in-class discussions. A special emphasis will be placed on the cultural aspects of food supplies, the Italian traditions of food production and consumption, and the darker roles represented by food in organized crime and immigration. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

PSCSTW304

Grow, Cook, Heal: Therapy for Wellbeing - Service Learning

4 semester credits. The garden is a space traditionally associated with food cultivation and recreational activity, both are known to have an influence on wellbeing. This course explores a culture of wellness based on the fundamentals of horticulture therapy and the use plants and green spaces, as well as horticultural and culinary activities to promote wellbeing. Students will explore the traditions related to garden activities to foster cognitive, social, emotional, and physical wellbeing for individuals and specific groups (i.e. the elderly, children, individuals with special needs) in a variety of settings. Adapting horticultural therapy in diverse site conditions from sowing to cultivation and the preparation of food products from the garden harvest will be a focus of this course. Course topics will include principles of horticulture, soils and soil cultivation, plant propagation, and harvesting, and the therapeutic potential of farm to table practices. Students will experience first-hand the restorative powers of green spaces through garden management and cooking labs to examine the benefits of the natural environment as a fundamental outcome of this course. This course includes an Experiential Learning Project with CEMI. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper

understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

PSCSCP310

Cultural Perspectives: Awareness, Exposure, and Engagement

6 semester credits. The aim of this course is to study Italian culture through action and participation, and to build awareness from the perspective of active engagement beyond mere observation. The course concept is intended to give students a better understanding of contemporary Italian society and culture –politics, economy, social environment, traditions –and compare their current expressions with historical contexts by using hands-on and interactive participation in cultural integration programs that involve the local community. An important element of this course is the Italian language component, which acts as a bridge to Italian culture based on communication skills. Throughout the course, students will be encouraged to apply their basic knowledge of Italian language to fulfill course requirements. The course is designed to expand the student's global prospective through constant reflection and constructive criticism in order to incorporate intercultural knowledge into a richly articulated awareness of the self intended as the individual, as the individual within a community, and the individual within a culture. The Cultural Perspective course includes: 8 visits in Florence, regular involvement in activities related to cultural immersion and fieldwork. During the semester it also includes a weekend research trip to Sicily as an integral component of the academic coursework. During summer sessions, the course includes a weekend trip to Rome and one weekend trip to Verona and lakes as an integral component of the academic coursework. The course focuses on cognitive development, cultural awareness, and intercultural and interpersonal communication by integrating and placing the student in direct contact with local culture.

PSCSED339

Education In Italy - Service Learning

4 semester credits. The first part of this course examines each stage of the Italian educational system from nursery school (asilo nido) through the various levels and choices related to secondary and high schools. The examination of Italian schooling will also be approached from a historical standpoint, in particular through the mapping of changes over the last three decades. The following questions will be examined: What is the effect of immigration on schools and how have they adapted to the recent influx of non-European pupils? What is/has been the role of the Catholic Church in state education and how has the increasingly secularized nature of Italian society impacted schooling? How has the role of the teacher changed and how does that role compare to those in other countries? How and why has the curriculum changed? The second part of the course will examine the choices for higher education from technical colleges to universities. Italy boasts the oldest universities in the world - Salerno, Bologna, Padua, and Pavia - and some lectures and discussion will be dedicated to the history of the Italian university and its role in the Renaissance period. The structure, organization, admission procedures, student life, and degree system of the modern university will be examined. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

PSCSAT404

Advanced Art Therapy - Service Learning

4 semester credits. This advanced lecture/lab course explores the history of art therapy as well as different contemporary theoretical approaches as well as practical applications of art therapy in various contexts and settings. Specific advanced scientific literature will be discussed, case studies will be analyzed, and contemporary challenges will be dealt with in order to shape critical knowledge of art therapy ethics, boundaries, limits and meanings associated with taking care of individuals, families, groups, and communities. Using their own personal experiences, students will use a great variety of media from diverse perspectives first-hand: writing, drawing, painting, collaging, and other techniques will be connected to each art therapy perspective in different ways in order to offer an idea of the flexibility required when dealing with this discipline. Glimpses will be also offered on other expressive art therapies such as music therapy and dance therapy. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in

which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience. Prerequisites: Introduction to Art Therapy or equivalent.

PSCSHC3244

History of Christianity - Service Learning

4 semester credits. This course will approach Christianity both as an institution and as an intellectual tradition from a historical point of view. Course topics will focus on the roots of Christianity, Christianity during the Roman Empire, the Medieval church, the Papacy, monasticism, the schism between the Western and Eastern Churches, the Protestant Reformation and the Counter-Reformation, as well as the challenges faced by contemporary Christianity. The course will include visits to churches and monasteries in Florence. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

DEPARTMENT of Experiential Learning

The Department of Experiential Learning examines the learning process for individual students through learning by doing. The course selection within experiential learning department offers a strong and effective balance to any students' academic curricula between didactic learning in class and concrete application. All experiential learning is supervised by FUA-AUF faculty members.

PSELCP180

Introduction to Public Relations Experiential Learning

6 semester credits. This course introduces students to the strategic roles and functions of the Public Relations (PR) practitioner. Students evaluate the context in which PR is practiced, gain an understanding of the potential and practice of PR as a management function, and critically analyze the structure of PR management, its role, and techniques. In addition, students will be introduced to the rhetorical arguments that impact PR activities and will be made aware of the importance of professionalism and ethics in the practice of public relations. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELID185

Introduction to Digital Photography Experiential Learning

6 semester credits. This course introduces contemporary technologies for producing photographic images. Approaching the medium in its current complex and pluralistic state, students explore a variety of photographic concepts and techniques. The fundamentals of using a digital camera including manual exposure and lighting are stressed. The course also introduces seeing, thinking, and creating with a critical mind and eye in a foreign environment (Italy) to provide understanding of the construction and manipulation of photographic form and meaning. During the first half of the course assignments, lectures, readings progressively build on each other to provide students with a comprehensive understanding of camera functions (manual mode) and processing techniques. The second half of the course will focus on weaving the techniques with specific photographic concepts via assignments. NOTE: This course is for beginners. The first half of the course will be devoted to understanding camera functions and basic printing. During this period assignments will emphasize basic camera functions in manual mode. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELCV205

Introduction to Creative Videomaking Experiential Learning

6 semester credits. This introductory course provides students with a foundational knowledge of creative video production and its technical aspects. Students will learn basic video shooting and editing techniques. As a part of the coursework, students will work in groups on video projects in order to experience the various phases of video production from scripting to editing and final output. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: A basic knowledge of Adobe Premiere is highly recommended.

PSELHC244

History of Christianity - Service Learning

4 semester credits. This course will approach Christianity both as an institution and as an intellectual tradition from a historical point of view. Course topics will focus on the roots of Christianity, Christianity during the Roman Empire, the Medieval church, the Papacy, monasticism, the schism between the Western and Eastern Churches, the Protestant Reformation and the Counter-Reformation, as well as the challenges faced by contemporary Christianity. The course will include visits to churches and monasteries in Florence. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

PSELAD255

Introduction to Accessory Design and Production: Shoes, Bags, and Belts Experiential Learning

6 semester credits. This course is dedicated to accessory design. Students will be exposed to a variety of design materials. Emphasis will be placed on three-dimensional sketching and on creative detail design for footwear, handbags, small leather goods, gloves, and belts. The course includes an historical overview of personal accessories from ancient Egypt to the present, allowing the evaluation of different materials and styles. During this course students will also receive basic guidelines on hand sewing techniques, on the use of patterns for simple leather accessories, and an overview of materials. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELRO255

Retail Operations and Management Experiential Learning

6 semester credits. The aim of this course is to provide students with a basic knowledge of retailing management. Students will learn about the different types of retailers, characteristics of retail channels, customers, and competitors in order to develop effective retail strategies. This course focuses on strategic decisions made by retailers including retail market strategy, location and site strategy selection for retail outlets, and store layout design and strategies. Students will learn about merchandising management principles, including how to manage merchandise inventory, organize merchandise, and evaluate performance. This course includes principles of retail pricing and how retailers set and adjust prices for the merchandise and services they offer. Students will also gain knowledge on how retailers build their brand image and communicate with customers. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELSM255

Social Media Experiential Learning

6 semester credits. What do we mean by "community"? How do we encourage, discuss, analyze, understand, design, and participate in healthy communities in the age of many-to-many media? With the advent of virtual communities, smart mobs, and online social networks, old questions about the meaning of human social behavior have taken on renewed significance. Although this course is grounded in theory, it is equally rooted in practice, and much of the class discussion takes place in social cyberspaces. This course requires the active engagement of students and a willingness to experience a full immersion in social media practices. Much of the class discussion takes place in a variety of virtual world environments during and between face-to-face class meetings. Students who participate in this course will actively and productively engage in established and emerging forms of social media - and have some notion of how these practices affect the self and the community. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: One communication course or equivalent.

PSELEF285

Sport Event and Facility Management Experiential Learning

6 semester credits. This course provides the opportunity to understand and appreciate the facility operations and event management in the sport industry. Course topics will focus on various aspects of business, legal, and operational practices in the

sports field. The class will feature lecture hours as well as real-life practice through the development of both facility management and sports events projects. Students will be engaged within the community and will be able to learn-by-doing, applying business theories and frameworks to the projects development. Coursework will enhance the students' perspective and awareness of business issues from both a technical and a cultural point of view. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELBT285

Bibliotherapy: Reading, Healing, and Wellness Experiential Learning

3 semester credits. Bibliotherapy is a systematic method that utilizes literature and other narrative forms to transform traditional reading into a strategy to cope with a variety of psychological conditions. The activity of reading as a healing practice comes from a longstanding tradition: bibliotherapy dates back to ancient Greece, when libraries were seen as sacred places with healing powers. Particular attention will be given to the history of using literature for healing purposes, starting from the first historical references to the present day. This course will focus on developing a deep understanding of the therapeutic functions of books for psychological issues such as depression, eating disorders, anxiety, post-traumatic stress, and emotional and social development in adolescence. Coursework will examine the spectrum of bibliotherapeutic techniques and will enable students to experience bibliotherapy in action. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELHS300S

Introduction to Health and Safety

1 semester credit. This seminar aims to raise awareness of key health and safety issues in academic facilities and laboratories. The course meets the requirements for induction training for all students, promoting risk awareness and risk prevention as an integral part of education. A practical approach to training will be used in order to encourage students to actively participate both on their own and in small groups.

PSELFL300

Experiential Learning From Theory to Action: Field Learning, Service Learning, Community Service

3 semester credits. The course explores the educational theories and best practices that allowed contemporary generations to transition away from the traditional lecture environment of frontal classes. Topics focus on how emerging forms of education engage in the local cultural heritage through projects aimed at giving back to the community through volunteering, exploration, and service. Students will understand the management, organization, and philosophy of innovative teaching methodologies. This class includes experiential learning hours in the areas of field learning, service learning, and community service.

PSELEI301

Event Planning and Production Experiential Learning

6 semester credits. This intermediate course examines the various logistic and production elements vital to the planning and success of events. During this course, students will receive an overview of the required equipment needed to execute events. They will learn how to manage time and will be introduced to the principles behind planning, organizing, and implementing programs. The operational functions and main tasks of an event will be examined and the essential phases of negotiation and drafting of contracts will be analyzed. During the course students will gain first-hand experience by participating in a variety of

events organized on campus. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELTW304

Grow, Cook, Heal: Therapy for Wellbeing - Service Learning

4 semester credits. The garden is a space traditionally associated with food cultivation and recreational activity, both are known to have an influence on wellbeing. This course explores a culture of wellness based on the fundamentals of horticulture therapy and the use plants and green spaces, as well as horticultural and culinary activities to promote wellbeing. Students will explore the traditions related to garden activities to foster cognitive, social, emotional, and physical wellbeing for individuals and specific groups (i.e. the elderly, children, individuals with special needs) in a variety of settings. Adapting horticultural therapy in diverse site conditions from sowing to cultivation and the preparation of food products from the garden harvest will be a focus of this course. Course topics will include principles of horticulture, soils and soil cultivation, plant propagation, and harvesting, and the therapeutic potential of farm to table practices. Students will experience first-hand the restorative powers of green spaces through garden management and cooking labs to examine the benefits of the natural environment as a fundamental outcome of this course. This course includes an Experiential Learning Project with CEMI. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

PSELID305

Intermediate Digital Photography Experiential Learning

6 semester credits. This course is designed for students who have learned the basic skills of introductory digital photography and would like to further advance their knowledge. A focus on visual and conceptual aspects of photography will be a major topic in this course in addition to refinement of up-to-date techniques. Students are involved in more complex and challenging photography projects and begin to experiment with their personal vision identities and expressions. This course will constitute the differences of “making” vs “taking” a photograph or producing vs consuming images. Critical visual analysis of both contemporary photographic work as well as arming the students with technical and conceptual tools will help the student build an understanding of photographs. Students will work on several long term projects. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: This is an intermediate course. Knowledge of camera functions is required. Portfolio submission recommended.

PSELFE305

Fundamentals of Publishing and Editing Experiential Learning

6 semester credits. This course examines the fundamental aspects of the publishing industry with an emphasis on book publishing. Issues such as editorial brainstorming and manuscript selection, layout processes, production, interior and exterior design, marketing, and financial factors are explored on a hands-on level with examples and collaborations drawn from ongoing publication projects. The emphasis on editing focuses on evaluating manuscripts, fact checking, copy cutting, editing, rewriting, proofreading and writing captions, titles and subtitles. Critiquing and creating titles and subtitles is also covered. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELEM310

Entrepreneurial Marketing Experiential Learning

6 semester credits. The primary purpose of this course is to provide marketers with an in-depth understanding of product development practices including innovation, product strategy and processes, customer needs, identification, idea generation, concept development and optimization, forecasting, and launch. The course will analyze the marketing development strategies of new entrepreneurial companies with low budgets and little or no brand development. An important component of the coursework features hands-on approaches to real-life business problems that require application of topics learned in the classroom. Students will be introduced to highly creative and effective experiential forms of learning ranging from case studies to business plans, entrepreneurs in the classroom, conducting entrepreneurial audits, working with concepts of marketing inventions, and consulting projects. Furthermore, students will be part of a dedicated lab team of cross-disciplinary learners led by faculty and advisers, and will collaborate with executives and representatives from real companies on comprehensive business issues. Coursework includes site visits to local companies and special guest lectures from local prominent entrepreneurs. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELPB310

Professional Book Production Experiential Learning

6 semester credits. The topics of this course cover the areas of professional book production in both the digital and standard print sectors. Students will learn all processes involved in designing and producing books: font characters, colors and images, graphic manipulation, pagination, layouts, printing, and binding. Hands-on experience will be offered through the possibility of collaborating on ongoing publishing projects of the Institution. This class includes experiential learning with CEMI. Prerequisites: A background in layout design and an introductory course in publishing are highly recommended. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: A background in layout design and an introductory course in publishing are highly recommended.

PSELPD320

Product Design Experiential Learning

6 semester credits. With the advance of technological innovation and the increased availability of products, it has become easier to notice when bad product design happens. But what makes a design good or bad? This advanced course in product design allows students to answer such a question by exploring this still-evolving discipline from a number of perspectives. The course objective is for students to demonstrate the knowledge and skills needed to work professionally as a product designer. Students are invited to independently explore the problem area, define relevant design problems and plan the further design work. During the course, students build on previously acquired knowledge relative to the design process and apply their skills by undertaking real-world product design problem-solving projects. As part of the course assessment, students are expected to account for the design process, argue for relevant facts, social context and a user focus to justify the methods, techniques and tools used to perform, explain and visualize the process and the result. This course includes Fab Lab studio hours. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Introduction to Product Design or equivalent.

PSELR325

Retail and Sales Strategies Experiential Learning

6 semester credits. This course focuses on exposure to sales and retail through an understanding of the strategies related to the supply chain, competitors, suppliers, and customers. Coursework will provide students with the knowledge of the tools and decisions applied by international and Italian companies to maintain clientele loyalty. The managerial component of the course will also give students an understanding of basic management methods in terms of product flow, marketing tools, and geography-specific analysis in retail marketing. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELSM331

Front of the House Management Experiential Learning

6 semester credits. The front of house area of any restaurant should be carefully planned in order to balance ambiance with function. Restaurant seating, wait stations, and waiting areas are just a few of the areas to consider when planning a restaurant dining room. The course focuses on all aspects that characterize the front of the house experience. Emphasis is placed on the importance of the front of the house to properly reflect the restaurant concept and the necessity of planning front of the house spaces for efficiency. Furthermore, the course considers the pivotal role of excellent customer service and the training methods of front of the house staff. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELPC335

Introduction to Professional Cooking Experiential Learning

6 semester credits. This course is the first out of three about Professional Cooking and its aim is to introduce students to culinary fundamentals. The structure of the classical kitchen will be compared to the contemporary one in order to understand the

differences in the organization of the brigade. The role of the Chef will be explained and discussed. Tools and equipment use, weights, measures and recipe conversion will be explained and practiced. This course will provide the first basic information about seasonings and flavorings and the application of herbs and spices in the kitchen. Students will approach cooking thanks to a careful analysis of knife skills, principles of cooking and basic cooking techniques, that include eggs, vegetables, pasta and meat cookery. Special emphasis will be placed on methods and procedures rather than on the complete preparation of finished dishes. A special focus will be put on kitchen cleaning, sanitation, maintenance and personal safety. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELPM335

Property Management Experiential Learning

6 semester credits. The aim of this course is to provide students with the basic knowledge of professional property management. Students will become familiar with the different management methods, such as ownership and subleases, as well as the new specific insurance practices for the tourist rental market. This course focuses on major functions of property managers, and details specific practices and problems in managing a variety of properties, such as residential, retail and industrial ones. Students will also learn how to manage maintenance, construction, insurance, and relations with tenants. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELAD335

Art Direction: Digital Media and Visual Art

3 semester credits. This course features the topic of how art direction is practiced and applied in the area of special events. Through the tools of digital media and visual art, students are guided through the development of targeted art direction campaigns aimed at the promotion and communication of themed, interdisciplinary events. In addition to the principles of art direction, layout, using visual language for promotional purposes, collaborating with marketing and copywriting teams, and meeting client objectives, the course also focuses on the role of art direction in shaping the visual and aesthetic guidelines of event media materials and media coverage. This course includes experiential learning activities. Prerequisites: Visual Communication Design Fundamentals Studio I, Introduction to Digital Graphic Illustration, or equivalent.

PSELF335

Fashion Buying Strategies: From Personal Shopper to Retail Merchandising Experiential Learning

6 semester credits. This course addresses the new professional shopper profile by examining both the customer-oriented features of the industry as well as the general business principles of the fashion industry. Topics analyze the profession of the personal shopper, understanding the nature of services provided, as well as the strategies advised to clients from wardrobe analysis and purchasing. During the course, students will discuss fashion both in relationship to fashion history and international trends as well as communication and protocol for special occasions such as events. The final part of the class will include career guidance and marketing and promotion principles to build a customer base. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning

by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELPS335

Project for Sustainable Interior Design I Experiential Learning

6 semester credits. This is an introductory course on the planning and furnishing of interiors. Students will be introduced to the basic vocabulary, skills /techniques, practices and context of interior design through the vehicle of a series of small abstract projects. The course introduces students to basic interior design principles, theory and conceptual processes. The emphasis is on creating small-scale environments based on the interaction of the individual with the environment. Human scale, movement, circulation and fundamental form making will be explored. Site trips are an integral part of the course curriculum. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELNP335

Non-Profit Marketing Experiential Learning

6 semester credits. This course begins by focusing on the social and environmental issues central to the debates, forums, events, and activities taking place within both public and private sectors. An important issue to be analyzed is how the emphasis on "doing" and "contributing" does not always account for increasing awareness or properly processing non-profit operations. Considering that fundraising is based on communication and the promotion of activities allows the public to be involved and generates a higher level of support, the course presents digital and non-conventional marketing tools for more effective outreach. Students apply social marketing, lab activities, and real-life situations through collective participation in order to foster and conceive an effective approach to wider contexts such as ICT in non-profit marketing. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Introduction to Marketing.

PSELSM340

Spa Operations and Management Experiential Learning

6 semester credits. This course provides a strong foundation of knowledge for anyone interested in learning about the spa community. Students taking this course will develop an understanding of the main skills required to manage and operate a profitable spa in the multifaceted spa industry. They will explore industry evolution from ancient civilizations to new frontiers of convergence that integrates spas, medicine, healthcare, tourism, and hospitality. A comprehensive overview of spa operations will be provided with an emphasis on current business models and perspectives on maximizing business success. Students will learn all aspects of the successful day-to-day operation of a spa as well as business strategies to employ for sustained growth and profitability in this constantly evolving industry. In-class discussion will focus on definition and market segmentation of spa categories including day, resort, medical, destination, hospital, and lifestyle management programs. Topics include: conceptual skills in management, operations, finance, human resources, marketing, products, treatments, and equipment from initial design and business planning process to opening a spa and managing operations and positioning for managed future growth. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular

lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSSPRE350

Special Project: Experiential Learning in Hospitality - Real Estate and Property Management

3 semester credits. The aim of this placement is to expose students to the principles of real estate management with an emphasis on property management. Students will be familiarized with planning and organizing all the relevant activities and operations of a real estate business related to the on-campus guest apartments facility, Dimora. This experiential learning program focuses projects and research based on on front desk operations including reservation management, welcoming guests and basics of customer care. Students will learn how to independently run a hospitality business including property maintenance and quality control management. EL hours may be distributed from Monday through Friday. This placement may require PM shifts on-campus or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Market/industry research, operational analysis, client relations, maintenance problem-solving, strategic planning, promotional activities, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPHM350

Special Project: Experiential Learning in Hospitality - Spa Management

3 semester credits. The aim of this placement is to expose students to the principles of spa management with an emphasis on spa operations. Students will gain first-hand experience through analytical observation and project management of the on-campus spa, Sorgiva, a full-service spa, health, and wellness facility. Students will develop the managerial skills necessary to act as a spa manager, and will be familiarized with planning and organizing all the relevant activities and operations of the wellness center. EL hours may be distributed from Monday through Friday. This placement may require PM and weekend shifts, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Market/industry research, operational analysis, client relations, performance analysis of services and treatments, wellness program development, strategic planning, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSDP350

Special Project: Experiential Learning in Digital Photography

3 semester credits. This is a special project course intended for students who wish to develop skills and experiment with photography. Students create digital works individually and in collaboration with photographers, which are then edited and processed. Students must be prepared for diverse types of photographic approaches depending on projects and assignments, as well as develop management skills for archiving and publishing. Composite printing and experimentation with different

techniques may be employed. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends, or ongoing photoshoot and research activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Photo assignments, conceptual and theme research, location scouting research, digital photo archiving management, image post-production, final portfolio. Additional materials/Dress code: Business casual attire for dress code. A DSLR camera and a lens with a focal length of 55mm or wider is required for this course. A digital 35mm viewfinder camera (20+ megapixels minimum) is also acceptable. Remote option students will need their own access to Adobe software.

Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, DSLR knowledge, Adobe photo software experience.

PSSPHO350

Special Project: Experiential Learning in the Hospitality Industry

3 semester credits. Through this special project course, students are involved in front of the house hospitality operations and projects related to Ganzo and Fedora, the creative learning labs and dining establishments of Apicius that are open to the local community. Under the guidance of the CEMI management, students will gain firsthand experiences involving customer relations and satisfaction, service, food and beverage operations, collaborative and interpersonal communication between FOH and BOH, and above all practice hospitality skills in an international context. EL hours may be distributed from Monday through Friday. This placement may require PM and weekend/holiday shifts, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Industry research and market trends analysis, operational involvement and analysis, client relations, performance analysis of services, consumer trend observations and projections, strategic planning for hospitality businesses, final portfolio. Additional Materials/Dress code: Dress code: Black trousers and clean safety (closed) shoes required. A t-shirt and apron will be provided for a refundable deposit fee. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSBPB350

Special Project: Experiential Learning in Book Publishing

3 semester credits. This special project course is designed as a full immersion in the world of publishing through collaboration with Ingorda for Florence Campus Publishing, the FUA university press. Students will work on publications throughout the special project experience. All areas of book publishing will be covered, from concept creation to research, writing, photography, graphic layout and design, production, and marketing and distribution. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based and editorial production activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes,

problem-solving, leadership, and management. Main tasks: Market and concept research, editorial development, visual and promotional strategies, product review and revision, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, layout software experience.

PSSPFL350

Special Project: Experiential Learning in International Education - Field Learning Assistant

3 semester credits. Through this special project, students will assist the Educational Field Learning department. Typical tasks may include developing field trip itineraries and participant lists, assisting with hotel and tour reservations, and manage trip reminders and pre-departure information. Students will also assist with promotional activities through social media updates and digital communication strategies. Participation in field trips as assistants to tour leaders will directly involve students in department activities or pre and post-departure participant interaction for the remote placement option. EL hours may be distributed from Monday through Friday. This placement will require shifts that take place on weekends or ongoing research and development-based projects for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Location research, itinerary development and review, logistical support for FL supervisors, itinerary and logistics performance analysis, participation satisfaction analysis, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPRM350

Special Project: Experiential Learning in Restaurant Management

3 semester credits. This placement will focus on the basic understanding of restaurant management, including service management and customer relations, menu planning, and wine list development under the supervision of restaurant managers and wine experts. Students will observe and analyze the main operational areas of the restaurant such as food safety and sanitation, guest services, operational responsibilities, and staff communication. Students will assist the manager in planning and setting service standards and creating a platform for all restaurant operations in accordance with restaurant needs. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends/holidays, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Food and beverage Industry research and market trends analysis, operational involvement and analysis, customer care standards and practices, performance analysis of restaurant services, consumer trend observations and projections, strategic planning for the food and beverage industry, final portfolio. Additional Materials/Dress code: Black trousers and clean safety (closed) shoes required. A t-shirt and apron will be provided for a refundable deposit fee. Not applicable to remote option. Prerequisites: Resume indicating at least one previous restaurant experience. Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPWS350

Special Project: Experiential Learning in Wine Service and Beverage Management

3 semester credits. Students enrolled in the Wine Service Beverage Management special project will be acquire skills related to managing the wine and beverage service at Ganzo and Fedora, the school restaurant and pastry shop/bistro of Apicius

International School of Hospitality. Under the leadership and supervision of wine service professionals, students will also have the opportunity to develop an understanding of the activities, functions, and organization of a restaurant and/or wineries. Students will also learn how to maintain weekly records of sales and wine costs. The aim of the special project is to increase knowledge of wine service, presentation methods, restaurant procedures, wine expertise, and pairing in the hospitality industry. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends/holidays, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Beverage industry research and market trends analysis, wine service practices, operational involvement and analysis, customer care standards and practices, consumer trend observations and projections, strategic planning for the wine industry, final portfolio. Additional materials/Dress code: Black trousers and clean safety (closed) shoes required. A t-shirt and apron will be provided for a refundable deposit fee. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPJO350

Special Project: Experiential Learning in Journalism

3 semester credits. This special project course is offered to highly motivated students who want to enter and practice firsthand the world of magazine editing and proofreading. The student will be in charge, under the supervision of professionals, develop feature writing through the steps of checking for accuracy and suitability, digital and traditional printing, and design. Knowledge and experience in magazine and newspaper production is always extremely helpful for higher editorial positions. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based and editorial production activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Editorial research, editorial development, content review and revision, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPFR350

Special Project: Experiential Learning in the Fashion Industry - Fashion Retail Management

3 semester credits. This special project allows the student to interact with the local fashion economy through FLY Fashion Loves You, the retail store operated by the students and faculty members of FAST. FLY features creations of emerging designers, high-quality vintage and consignment clothing and accessories, as well as unique handcrafted pieces made by FAST students. The fashion retail management special project involves store organization, business procedures and client relations. Under the guidance of the CEMI management, students will have the chance to be immersed in the fashion retail industry through duties that include but are not limited to sales, stock, store management, customer service, promotion, and research. EL hours may be distributed from Monday through Friday. This placement may require shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience,

monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Store merchandising, window display operations, props selection and organization, emerging designers research, client relations, FLY social media content production, customer care analysis, experiential marketing campaign, organization of promotional events, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPGD350

Special Project: Experiential Learning in Visual Communication - Graphic Design

3 semester credits. This special project course focuses on the area of graphic design in visual communication. Students will interact with figures such as graphic designers as well as art directors for creative projects. Topics may include logo design, corporate identity and branding, advertising, design in journalism, product packaging, book design, web design, etc. The use of design software is required. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based and design activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Visual research, image post-production, digital illustration and layout projects, final portfolio. Additional materials/Dress code: Business casual attire for dress code (not applicable to remote option). Remote option students will need their own access to Adobe software. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, layout and illustration software experience.

PSSPWE350

Special Project: Experiential Learning in Digital Communication

3 semester credits. Through this special project course, the student will be able to research and develop web content for professional websites. Guided by a Communications Office, the student will be involved in web-based projects to develop written and visual content for digital platforms. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based and editorial activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Digital content creation and revision, visual content development, audience/reader-oriented research, SEO analysis, site performance review, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, web back office experience.

PSSPVP350

Special Project: Experiential Learning in Visual Communication - Video Production

3 semester credits. This special project course is ideal for highly motivated students who are interested in creative video production. Involvement includes maintaining equipment, video shooting and editing, scouting locations, assisting the video director for logistics and production purposes, and sound editing. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends or ongoing research-based and production/editing activities for remote placements. This special project course features experiential learning hours with our Community

Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Visual concept research, location scouting research, video production, post-production, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. A DSLR camera with a video function and a lens with a focal length of 55mm or wider is required for this course. Remote option students will need their own access to Adobe software.

Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, video shooting skills, editing software experience.

PSSPSM350

Special Project: Experiential Learning in Sport Management

3 semester credits. Through this special project course, students will learn from the organization and operation of a sport facility such as a fitness center. The student will learn by assisting with daily operations: checking access records, machine maintenance standards, organization and management of fitness activities. Students will collaborate with a sports director to organize gym classes, review fitness instructor candidacies, and collaborate with a communications team for the production of promotional materials. Throughout the course, the student will also research relevant sports-related activities in the city of Florence in order to enhance the student's connection with the hosting culture and environment. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Sport Industry research and market trends analysis, sport and fitness practices development and management, operational involvement and analysis, customer care standards and practices, consumer trend observations and projections, strategic planning for the sports industry, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Sports gear required for some placement activities and tasks. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPPR350

Special Project: Experiential Learning in Public Relations

3 semester credits. Through the public relations placement, students will learn how to promote an organization's business and image. Public relations activities will focus on managing an organization's key messages through content management. Communication strategies, including those related to special events, will be a major emphasis in public relations-related projects. Students will be guided throughout their involvement in PR operations and measuring PR results. EL hours may be distributed from Monday through Friday. This placement may require PM shifts, shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of

comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Corporate communication projects, community-based outreach proposals, market research, client and audience analysis, brief and press release creation, engagement measuring, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Participation in on-site PR operations at events require: Black or navy blue outwear (blazer and pants/skirt, no miniskirts), dress shirts or tops in the above colors or white (necklines that are not revealing), no t-shirts, tennis shoes, or sneakers. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPGA350

Special Project: Experiential Learning in Fine Arts - Gallery Assistant

3 semester credits. The objectives of this special project are based on creating an opportunity for the student to observe and participate in the coordinating and curating activities of art, design, and photography exhibitions in a gallery setting. Students will be exposed to various tasks including daily operations, exhibitions, catalog creation, show installation, and interaction with local and international artists. The student will also assist the on-site curator with promotional tasks ranging from press releases to social networking. EL hours may be distributed from Monday through Friday. This placement may require PM shifts, shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Artist research and scouting, exhibition installation development, catalog creation, artist relations, event curation, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPSA350

Special Project: Experiential Learning in International Education - Study Abroad Assistant

3 semester credits. This special project course through the Student Life and Development Office offers students an opportunity to expand their knowledge of the study abroad experience from the perspective of the hosting country. The SLD office is the main point of reference for all incoming students. Responsibilities range from assisting with planning, organizing and promoting activities, contributing articles to the school publications, and general office duties. Students are expected to effectively collect and share information to students and the academic community. Students assist with the preparation of all orientation materials for future sessions and students. Furthermore, they will learn to handle sensitive issues related to culture shock and adjusting to studying/living abroad as well as leading facility tours for institutional visitors and potential students. Special projects are assigned depending on the area of interest. EL hours may be distributed from Monday through Friday. This placement may require PM shifts, shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Main tasks: Planning and developing student outreach initiatives, content creation for communication, student experience research, assisting staff logistics, final portfolio. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPLS350

Special Project: Experiential Learning in International Education - Library Sciences

3 semester credits. This special project is an excellent opportunity for the student to understand institutional library systems. Working under the supervision of the library staff, students will perform circulation maintenance routines such as check-

in/check-out and book processing and deadlines, shelving, and usage statistics. Additional duties include but are not limited to administrative and technical tasks. EL hours may be distributed from Monday through Friday. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Cataloging maintenance, collections research, user analysis, development of library initiatives for academic community, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPSE350

Special Project: Experiential Learning in Hospitality - Special Event Management

3 semester credits. The aim of this special project course is to expose students to the principles of event planning with an emphasis on the development and integration of operational strategies. The aforementioned strategies will be employed from the perspective of hospitality management and the application of program techniques in special event management. Topics will include booking, event planning, logistics and coordination, themes, program partnerships, and event review. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends/holidays, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Special events Industry research and market trends analysis, event practices development and management, logistics analysis and planning, customer care standards and practices, consumer trend observations and projections, strategic planning for the event industry, final portfolio. Additional materials/Dress code: Business casual attire for dress code. All black attire required for some events. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPGR350

Special Project: Experiential Learning in the Local Community

3 semester credits. This special project allows students to interact with the local community in Florence through experiential learning in collaboration with the Community Engagement Member Institutions affiliated with FUA-AUF. These community projects are directly linked to the academic divisions of FUA-AUF and open to the general public in order to share academic results with the greater community. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPIC350

Special Project: Experiential Learning in ICT Operations

3 semester credits. This placement grants students an opportunity to understand institutional ICT management. Students will acquire and practice skills related to the IT field under the leadership and supervision of the institutional CIO and ICT staff. Students will also have the opportunity to develop an understanding of the activities, functions, and organization of the department and, under the supervision staff, students will perform maintenance and assistance routines as well as - depending on students' profile - suggest new procedures to facilitate users' (students, teachers, staff) work and to improve school services. Tasks may include but are not limited to computers deployment (installation and user delivery), user assistance for hardware and software, network installation and maintenance, video and audio installation and maintenance (TV sets, projectors, amplifier, Apple TV), and deployment of new procedures from the test environment to production. EL hours may be distributed from Monday through Friday. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Monitoring of ICT operations, user assistance, installation and maintenance tasks, user-based improvement research, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Basic knowledge of the latest Apple operating system, Linux (Darwin, CentOS, Ubuntu, Debian), latest Windows software, standard office editors (OpenOffice, Pages, Keynote, Numbers), TCP/IP networking, virtualization (VMWare environment).

PSSFP350

Special Project: Experiential Learning in the Fashion Industry - Fashion and Accessory Design

3 semester credits. This placement allows the student to interact with the local fashion economy through FLY Fashion Loves You, the retail store operated by the students and faculty members of FAST. FLY features creations of emerging designers, high-quality vintage and consignment clothing and accessories, as well as unique handcrafted pieces made by FAST students. This special project involves proposing, designing, and producing high-quality garments and accessories for FLY, whose merchandise sales generate scholarships for future fashion students. Duties include but are not limited to merchandise analysis for brainstorming, design proposals, and garment and accessory production in the laboratory spaces of FAST, the academic department that houses FLY. Garments produced will permanently remain at FLY for placement in window displays, photoshoots and other special installations throughout the seasons. EL hours may be distributed from Monday through Friday. This placement may require shifts that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Merchandise analysis, design proposals, sketching and rendering creations, product prototyping, garment and accessory production, cost and mark up management, emerging designers research and analysis, participation in promotional events, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

PSSPRA350

Special Project: Experiential Learning in International Education - Resident Assistant

3 semester credits. This special project course coordinated by the Student Life and Development Office offers students an opportunity to expand their knowledge of the study abroad experience from the perspective of the hosting country and specifically student life and services. The FUA-AUF Pre-College program is designed to mirror the FUA-AUF undergraduate experience for students who are generally 16 to 18 years of age. Pre-college students choose from a variety of college-level courses

and have numerous opportunities to engage in the community, explore campus life, and learn from a diverse group of peers in an independent but structured environment. Students are supervised by the SLD staff and Resident Assistants. Students enrolled in this special project placement will learn first-hand how Resident Assistants are an integral part of the Summer pre-college program, as they ensure the safety and wellbeing of participants as well as the success of program activities. Moreover, students will experience how RA responsibilities highlight the important role of residential life at FUA-AUF. The RA has extensive contact with pre-college students and serves as a liaison and resource; special project students will promote the integration of all aspects of campus life and assist with cultivating a positive environment that supports the University's educational objectives. Students will assist with planning, organizing and promoting activities, observe and assist with program-related administrative and clerical duties, and respond appropriately to program troubleshooting and student issues through assessment, referral to experienced professionals, and appropriate follow-up. The overall duration covers three 3-week sessions: In the first session, students will undergo training supervised by the SLD staff and gain exposure to the activities and procedures that will be implemented during the second session when the pre-college program is active. EL hours may be distributed from Monday through Friday. This placement also requires PM and weekend shifts. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Training will take place during Session II for three weeks followed by three weeks of full time RA duties during Session III. Additional materials/Dress code: Casual attire. Main tasks: Program planning and organization, coordination and supervision of activities, provide logistical support to program admin staff, student counseling and troubleshooting, final portfolio. Prerequisites: RA application, cover letter, CV, and material pertinent to the chosen area, interview.

PSSPEL350

Special Project: Experiential Learning in International Education - English as a Second Language

3 semester credits. This special project course aims to offer students an opportunity to develop ESL teaching skills in an international professional environment. ESL is a program that educates students who are not native English speakers. ESL covers a wide range of student needs and abilities, from classes for students with limited English skills to those who have a higher level of language knowledge. The course placement is geared towards students who are keen to develop and enhance their teaching practice experience in order to stand out as an English language professional in the rapidly-growing field of teaching English. Students will have the opportunity to plan and deliver interactive English lessons and activities. The student's role as a Native-English Speaking Tutor will be to encourage an immersive and inspiring English language environment for individuals, complimenting their level of language knowledge as well as their professional resume. Coursework will encourage students to develop classroom management skills and lesson structuring and will train them to teach different types of learners, different levels, and different class types, from beginner to high intermediate. Topics include but are not limited to lesson planning, tutoring, language assessment, textbook selection, and can also include research duties. Students are encouraged to use creative approaches and modern teaching techniques to involve students in their lessons. EL hours may be distributed from Monday through Friday. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Curriculum review, lesson planning, analysis and observations of teaching activities, supporting faculty in co-delivery, coursework assessment, language teaching methodology research, final portfolio. Additional materials/Dress code: Business casual attire. Prerequisites: English Major. Students must submit a cover letter, CV, and material pertinent to the chosen area. Students will also be required to interview for placement.

PSSPEN350

Special Project: Experiential Learning in Entrepreneurship

3 semester credits. This placement offers students an opportunity to expand their knowledge of business ventures and entrepreneurship through a set of activities within the EntrepreLearn and Pomario creative learning labs as well as local community affiliations. This CEMI affiliated with FUAs International School of Business (ISB) is dedicated to business and entrepreneurial operations with a specific aim of fostering new ideas and inventions for startup companies. Responsibilities range from research on business opportunities to the development of strategies for other community engagement systems at FUA. Students will assist the ISB division with researching and selecting startup companies within the local territory for institutional collaboration. Furthermore, they will develop entrepreneurial and innovative strategies to increase awareness of non-profit cultural activities. Collaboration with startup ventures and Italian entrepreneurs will be an integral part of the placement. Students will provide data collection, qualitative and quantitative analysis, as well as specific planning development shared between ISB and the local industrial association of the province of Florence Confindustria (confindustriafirenze.it). Special projects are assigned depending on the area of skills and interest. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends, or research activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Startup and business venture research, evaluation of business opportunities, selection of startup companies within the local territory for institutional collaboration, market analysis and consumer trend update, final portfolio. Additional materials/Dress code: Business casual attire, business attire for formal meetings and external site visits. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPLT350

Special Project: Experiential Learning in International Education - Ludoteca Tutor (Junior Level)

3 semester credits. Learning Italian is not a one-off event; it requires commitment and dedication. If the experience is interactive, learners will stay curious and the learning process will be more effective. Within sQuola, the School of Italian Studies and Linguistics, FUA-AUF recognizes and aims to promote the lifelong pedagogical, educational and socio-cultural role of play for individuals and for society. Therefore, FUA-AUF has developed an ad-hoc “toy library” project, designed to promote playtime culture and learning through play. Ludoteca is a place for amusement, socialization, integration and education that puts play at the center of all its activities and projects. Ludoteca contributes to the development of the individual and provides students with a dedicated space, materials to play with and expertise that, when combined, create an opportunity to engage freely in playtime activities and support learning. Ludoteca is a project managed by Italian Language Tutors, supervised by the sQuola coordinator. The Tutor is the person of reference for the students involved in Ludoteca activities, and who is in charge of the daily management and the organization of games and activities held in the facility. Moreover, Tutors prepare and manage all the Ludoteca activities. The position of Junior Tutor is open to students who are interested in and have a passion for the Italian language and culture, and have already completed Italian Language Intermediate II or III, or an equivalent level. Junior Tutors will assist sQuola's Tutors in Ludoteca activities. They should be prepared to start their experiential learning at an entry level to gradually be assigned more challenging tasks. By participating in this project, students will reinforce their Italian language skills through play while helping Beginner level students to increase their own learning. At Ludoteca, Junior Tutors are invested with both the responsibility to guide lower level students towards a better comprehension of the language, and the opportunity to strengthen their own language and leadership skills. EL hours may be distributed from Monday through Friday. This placement may require activities that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and

management. Main tasks (all the activities are held in Italian): Activity supervision, guiding students in Italian conversations, creative activity development, activity preparation, student feedback reviews for faculty and department, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Italian Language Intermediate II or III, or an equivalent level. Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPFY350

Special Project: Experiential Learning in Fashion Photography

3 semester credits. This is a special project course intended for students who wish to deepen their skills in the area of fashion photography. Students create individual and collaborative digital projects, which are then edited and processed. Fashion-themed approaches may include elements such as ad campaigns, look books, design sets and studio photography, and interaction with fashion-based clients and collaborators associated with FLY Fashion Loves You, the creative learning lab and retail store of FAST, the fashion and accessories studies and technology division of FUA-AUF. Students must be prepared for diverse types of photographic approaches depending on projects and assignments, as well as develop management skills for archiving and publishing. This placement may require PM shifts, shifts that take place on weekends, or ongoing research-based and production/editing activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Photo assignments, conceptual and theme research, location scouting research, digital photo archiving management, image post-production, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. A DSLR camera and a lens with a focal length of 55mm or wider is required for this course. A digital 35mm viewfinder camera (20+ megapixels minimum) is also acceptable. Remote option students will need their own access to Adobe software. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, DSLR knowledge, Adobe photo software experience.

PSSPDF350

Special Project: Experiential Learning in Digital Fabrication

3 semester credits. This is a special project course with a focus on digital fabrication techniques and processes. Students will be involved in 2D and 3D printing projects produced through the use of design software, prototyping, and machine operations in a Fab Lab setting. Projects will reflect varying technologies, design approaches, and product categories. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends, or ongoing research and design-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Visual and materials research, design processes for 2 and 3D printing projects, analysis of fabrication products, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Remote option students will need their own access to Adobe software. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, intermediate knowledge Adobe Illustrator or CAD.

PSSPGE350

Gallery and Exhibition Curating Experiential Learning

6 semester credits. This course introduces students to all aspects related to the operations and management of an art gallery and its exhibited content. Students will be involved in curating and promoting art shows and art-related events through community and on-campus exhibitions. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELPS355

Pastry Shop Experiential Learning

6 semester credits. This course is a study of bakery operations and management as practiced in a pastry shop environment. Studies focus on the various pastry shop components and front/back of the house areas. Front of the house emphasizes customer service, space management and maintenance, retail display, client relations, and ordering strategies. An introductory approach to the back of the house is considered in terms of equipment handling, supplies, production types, yields, formula conversions, dessert menu planning, and the handling of special requests and events. Safety and sanitation are examined for proper practice and application in the pastry shop. Students will gain familiarity with dessert categories and how they are positioned within the baking industry. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELFC355

Fashion Collection Design and Production Experiential Learning

6 semester credits. This course teaches students how to create and develop fashion collections for diverse markets by using appropriate research techniques, project development methods, sketching and rendering techniques. Collections will be structured and organized in a professional manner from customer research and trend forecasting to the creation of mood boards and the selection of materials and colors. Throughout the course students will be invited to develop and test communication skills in order to learn how to assertively communicate collections values. The ultimate goal of the course is to design, create, and prototype a final collection. Field visits to museums and fashion design studios will stimulate the student's creativity and are an essential part of the course. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Fashion Design Major Junior Standing or equivalent skills in sketching, sewing, and patternmaking.

PSELRO355

Consumer Behavior and Retail Strategies Experiential Learning

6 semester credits. This course will prepare students to work, run, and manage a retail shop successfully and provides theoretical insights into customer expectations and service delivery. Throughout the course, standard elements of a retail shop will be analyzed and focus on retail management will be given. This class will strengthen decision-making skills regarding expense planning, suppliers, store layout, and promotional strategies. Under the supervision of seasoned professionals, students will spend a portion of the course operating the school retail spaces (fashion retail store, restaurant, pastry shop) that are open to the local community. Here, theoretical knowledge, shop floor management skills, and ability to perform head office functions will all be

developed in the context of retail. In order to offer a comprehensive view of retail management, experiential learning activities are scheduled in varying types of retailers, each of them characterized by different competitors, products sold, customers, and style of service required. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSSPHO360

Special Project: Experiential Learning in the Hospitality and International Tourism Industry

3 semester credits. In order to offer a comprehensive view of hospitality and international tourism, experiential learning activities are scheduled in varying types of environments, each of them characterized by different dynamics, clients and style of service required. Through this special project course, students are involved in hospitality strategic planning and operations with creative learning labs including Ganzo (restaurant), Fedora (pastry shop), Dimora (guest apartments), and Sorgiva (spa). Additionally, students are involved in logistical and hospitality operations with Educational Field Learning or Special Events. Under the guidance of the faculty and staff management, students will gain firsthand practice of customer relations and satisfaction, service, collaborative and interpersonal communication, food and beverage operations, and above all practice hospitality skills in an international context with a diverse range of clients. EL hours may be distributed from Monday through Friday. This placement may require PM shifts or shifts that take place on weekends/holidays, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Hospitality Industry research and market trends analysis, best practices for hospitality businesses in an international context, customer care standards and practices, consumer trend observations and projections, strategic planning for the hospitality industry at the international level, final portfolio. Additional materials/Dress code: Business casual attire. Some CEMI require uniforms. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSELCC360

Food, Culture, and Community Experiential Learning

6 semester credits. Though food diversifies throughout the world according to local cultural backgrounds, there is a common ground in the universal approach to food: it is a part of everyday life and sharing food is still one of the greatest examples of humans acting as “social creatures.” Italy represents a unique case for now food is both celebrated and is involved in cultural celebrations that are still fundamental in Italian society. This course will provide students with a full immersion in the relationship between food and the local community in Italy, focusing on the many moments that represent conviviality in Italian culture and society. Coursework includes a wide variety of field learning activities through which students will be introduced to local and traditional crafts, food markets, typical street food vendors, local purchasing groups, community-supported agriculture, and countryside food festivals as fundamental milestones in the Italian gastro-social tradition. Through hands-on experiences and on-site activities students, will learn the fundamentals of community-gearred food production and will acquire a deeper understanding of food as an essential element of society. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as

well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELEM365

Real Estate Management Experiential Learning

6 semester credits. The aim of this course is to provide students with an advanced knowledge of real estate management. Students will learn how to conduct a financial analysis on the real estate sector. This course also focuses on real estate marketing management. Students will gain knowledge of financing and taxation, as well as mortgages and access to credit strategies. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Introduction to Management or equivalent.

PSELSF365

Fashion Retail Management Experiential Learning

6 semester credits. This course addresses the procedures involved in managing a fashion retail enterprise and the decision-making inherent in successful merchandising for smaller-scale stores. Knowledge will be acquired through lab practice gained by running a real enterprise in which students and professionals exchange their knowledge and propose successful solutions to be applied. Coursework includes site visits to well-known Italian luxury brands in Florence such as Ferragamo, Gucci, and Cavalli (companies may change according to availability), and special guest lectures from local prominent emerging designers. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELDS365

Day Spa Operations Experiential Learning

6 semester credits. This course provides students with the skills required to take on the future challenges as professionals in beauty therapy, salon operations, and day spas. As functions of a modern spa are numerous and differ greatly in the global spa industry, this course will provide students with a strong foundation of knowledge in classic and contemporary day spa management, with a focus on beauty theories, therapies, and techniques. Students will gain theoretical and practical skills in day spa and beauty operations and treatments such as aromatherapy, body treatments, facial treatment, specialty treatments, and nail and skin care. Topics include: daily spa management functions of a high-end spa, day spa operations, facility management, professionalism in spa customer care, retailing, service marketing, cosmetic product knowledge and use, correctional make-up techniques, theories related to injectables, rejuvenation, cellulite and fat reduction, chemical peels, waxing, and radio frequency. To ensure students' learning progress and the acquisition of skills and competency, during this course they will have the opportunity to gain a first-hand and comprehensive overview of the day spa experience by observing and participating in the management of the on-campus spa operations. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as

well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Spa Operations and Management or equivalent.

PSELAC370

Accessory Collection Design and Production Experiential Learning

6 semester credits. This is an advanced-level course in which students learn how to develop accessory collections (casual and classic versions for womenswear or menswear) for diverse markets by using appropriate sketching and rendering techniques. A capsule collection will be structured and organized in a professional manner from inspiration and mood boards to specific themes, customer and market research, and trend forecasting according to high quality presentation methods. Field visits to museums and fashion design studios will stimulate the student's creativity and are an essential part of the course. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Accessory Design Major Junior Standing or equivalent skills in sketching, sewing, and patternmaking. Prerequisites: Fashion majors of Junior/Senior Standing. Knowledge of Adobe Suite is required.

PSELFD375

Fashion Design Studio II Experiential Learning

6 semester credits. This course represents the advanced level exploration of fashion design studio topic. The course focuses on the study of the fashion industry with emphasis on design and construction. Students develop their designs by exploring and analysing the roles of research, design development, and editing in the fashion design process focusing on economic, and cultural contexts. Concepts are applied with hands-on learning experiences as students study textiles, fashion design, apparel construction, consumer behaviour, products, and materials of the fashion industry. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Fashion Design Studio I, or equivalent.

PSELMM380

Multimedia Studio II Experiential Learning

6 semester credits. Multimedia Studio focuses on the experience of producing complete contemporary artistic multimedia works in a project-based environment. Through a variety of media-related hardware and software, hands-on learning and practice students acquire the necessary skills for their advanced projects. An integral part of this course focuses on video mapping and provides students with practical exercises and selected reading that enhance the acquisition of theoretical concepts relevant to all digital arts and to video mapping in particular. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on

theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Multimedia Studio I or equivalent.

PSELWC385

Wine Communications and Marketing Experiential Learning

6 semester credits. This course focuses on the business and marketing aspects of the wine industry. Students will consider and analyze wine marketing including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, and economics of the wine world industry. Course topics also cover distribution channels and sales strategies according to laws and regulations of each country, consumer demand and responsible drinking issues. Students will be able to identify the various career paths in the wine business according to their inclinations and personal skills. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELRM392

Restaurant Management Experiential Learning

6 semester credits. This course examines the problems of the financial structures of restaurant management, in parallel with the objectives and techniques of the individual owner. The planning and decision-making tools available to managers in an organization and comparison between single or partnership managements will be discussed. Personnel organization and food preparation plans will be covered. The course is based on a double approach, combining theory and practice: students will be introduced to the basics of restaurant management and will be given the opportunity to discuss their ideas and questions with selected professionals who are successfully running their restaurant businesses in Florence. Extensive site visits to local restaurants be organized. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELPS395

Project for Sustainable Interior Design II Experiential Learning

6 semester credits. This advanced-level course provides students with the tools required by interior design planning in accordance with sustainability principles. Starting from previously covered topics and the study of significant contemporary designers, students will analyze new sustainable materials and the techniques of reuse and renovation for non-residential large-scale interior design projects involving structures such as a former industrial building and community-based projects. During the project definition phase, students will experiment with the architectural and design approaches to waste reduction, reuse of space, and material recycling. Through critical thinking, students will acquire competency and knowledge of high-performance sustainable materials from a sustainable perspective. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Project for Sustainable Interior Design I.

PSELOM405

Food and Beverage Operations and Management Experiential Learning

6 semester credits. This course introduces a fundamental area of study in the hospitality industry. Students will study the concepts and procedures of food and beverage control systems, cost control, operating budgets, and the effective management of food and beverage operations and cycles. Cost calculation, menu planning, storage, receiving, profit and budget forecasting, labor costs, service payment systems, and other topic-specific areas will be covered. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSElse415

Special Event Management Experiential Learning

6 semester credits. This course examines all aspects of special event management and provides a comprehensive study of the special events industry focused on emphasizing the dynamics of the creative process critical to these events. Special events include but are not limited to business events, weddings, ceremonies, celebrations, life cycle events, fairs, and festivals. Through the event planning process, special events will be examined from a logistical and financial perspective. The course will also provide students with the necessary background for improving effectiveness and profitability when managing special events, which demands competence in the areas of drafting contracts for events, marketing and sales, event logistics and preparations, staffing, and accounting. Special attention is given to the use of new digital tools for the organization of events as well as the significant forms of social media in order to more effectively promote events. Coursework is tailored for students who already have studied the basics of event management. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Introduction to Event Management or equivalent.

PSSPEP420

Exploratory Digital Photography Experiential Learning

6 semester credits. Using specific exercises and readings students will confront/tackle daily problems of “making art.” Observations are drawn from personal experiences that relate more to the need of the “artist”. Students will be engaged in the production and critique of images. There will be discussions and readings for each class. Both will help the student to describe, interpret, evaluate, and to synthesize technical information in order to correlate theory with practice. The coursework is a preparation for the Solo Exhibit and Publication of Solo Work course. Exercises and assignments will culminate into a final project. This course that requires students to thoughtfully examine their work and strive to refine an artistic vision, vocabulary, and voice. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Advanced Digital Photography or equivalent.

PSELECT420

The Italian Chef's Table Experiential Learning

3 semester credits. This course is designed to provide culinary student with the opportunity to design, organize, implement, serve, and evaluate culinary events. Emphasis will be placed on training the student for effective production management, market-related menu planning, mise en place, à la carte cooking, and service techniques in the context of a special event. Customer needs, case studies, and weekly events will allow students to experience the balance required to effectively achieve proper planning and customer satisfaction. This class includes experiential learning hours. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: 3 culinary or pastry lab courses, or equivalent.

PSELHM435

Hotel Management Operations and Front Office Procedures Experiential Learning

6 semester credits. This course examines two critical areas of hospitality management such as management operations and front office procedures. In the first part of the course, students will examine the industry from a managerial perspective by covering the business procedures, accounting controls, legal issues, and policies. Such topics are necessary in order to effectively manage hospitality structures such as hotels, resorts, restaurants, and clubs. The second half of the course focuses on front office procedures from business flow to reservation processes, revenue management, accounting, internal control, night audit, and computer systems for guest management. Housekeeping operations, guest accounts, room management, and other services will also be studied from a service-oriented perspective. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELLM435

Magazine Editing and Publishing II Experiential Learning

3 semester credits. This course is aimed at developing and producing the second magazine project after the first semiannual edition. Students will be challenged to explore deeper and more complex topics related to Florence as well as to take on a leadership role for editorial content and overall magazine layout design. Course projects and activities will interact with the journalism activities of Blending, the magazine of FUA's campus press Ingorda. This project requires additional hours outside of regularly scheduled class times. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: A layout design course, publishing course, or equivalent.

PSELPA450

Italian Pastry Arts Experiential Learning

3 semester credits. This course focuses on the application of advanced baking and pastry techniques, the development of recipe-balancing formulas, and the full immersion in pastry lab management and organization. Students will experience advanced preparations such as financier cake, dacquoise, frangipane cream, ganache and meringue-based mousses. These techniques will be

applied to the composition of entremets. The course will also focus on specialty preparations that require particular production methods or equipment: marrons glacées, macarons, molecular ice creams, and modernist spongecakes. During designated intersessions weeks, the course will be structured as a workshop on laminated doughs, savory creations, panettone, and pandoro. Students will be asked to contribute proactive participation through EL hours to the organization and management of the Pastry Lab. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Baking and Pastry majors only.

PSELCC455

Professional Cooking II: Cooking Techniques Experiential Learning

6 semester credits. This course continues the path across cooking techniques used in Italian cuisine with an in-depth analysis of cooking methods. The aim of the course is to broaden students knowledge on ingredient handling and cooking through a detailed survey of all types of meat, fish, and shellfish. Attention will be given to ingredient knowledge, their different structures and reactions to cooking, suitable cooking methods, food and flavor combinations. A special emphasis will be put in the understanding of signs of quality, faults, and preservation techniques. Students will be introduced to the aging of meat and understand the effects of aging on meat structure and flavor development as well as understand basics of meat and fish chemistry. The experience with different types of meat will help students understand the different reactions to cooking and the suitable cooking methods according to the specific cut and animal. All fish and seafood handling and cooking will be covered and students will be introduced to the basics of fish filleting and cleaning. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Professional Cooking I or equivalent.

PSELFW461

Food and Wine Pairing and Wine Service Experiential Learning

3 semester credits. Students will perform and operate firsthand Wine and Food Pairing along with Wine Service at real events. Tasks will range from tasting, serving, interpreting labels, wine terminology, and storage. Wine lists will be prepared under the supervision of a faculty member. In addition, the student will cover the principles of correct restaurant style food and wine pairing along with professional wine service and wine service management. This class includes experiential learning hours. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSSBP470

Special Project: Experiential Learning in the Baking and Pastry Industry

3 semester credits. Through this special project course, students are involved in back and front of the house operations at Fedora, the school pastry shop and bistro. The projects are designed to offer future pastry chefs an insight on the production of pastries,

baked goods, and desserts. Projects are focused on traditional and contemporary baking and pastry techniques, regional cakes and tarts, desserts and breads for special occasions, knife and piping skills, and mixing methods. Students will learn how to adjust recipes to produce large volumes desserts as well as specialty items. Students will also gain confidence with front of the house procedures in order to complete a comprehensive vision and understanding of the activities, functions, and organization of a baking and pastry shop for future entrepreneurial activities. EL hours may be distributed from Monday through Friday. This placement may require early AM shifts, PM shifts, and shifts that take place on weekends and holidays, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Market/industry research, customer feedback analysis, ingredient research, study of sustainable food production process, recipe analysis, provide lab management options and analyze the different impact on service, final portfolio. Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe safety shoes, apron) required. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. HAACP food safety and sanitation certification. Not applicable to remote option.

PSELCA470

Special Project: Experiential Learning in a Local Restaurant

3 semester credits. Through this special project course, students are involved in back of the house operations and projects related to Ganzo, the school restaurant, and Fedora, the school pastry shop and bistro. Under the supervision of a Chef instructor who manages the operations of the kitchen, culinary arts experiential learning students are involved in projects focused on the daily operations of the restaurant industry. The experiential learning project will offer the opportunity to gain confidence with cooking techniques, basic equipment maintenance skills, HACCP, the concept of mise en place and timing, and the importance of standards and consistency. The project will also provide an insight on the importance of the kitchen hierarchy and division of the duties, helping students understand the concept of brigade and team work as fundamental for a correct management of kitchen environments. EL hours may be distributed from Monday through Friday. This placement may require PM shifts and shifts that take place on weekends and holidays, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Market/industry research, customer feedback analysis, ingredient research, study of sustainable food production process, recipe analysis, provide kitchen management options and analyze the different impact on service, final portfolio. Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe safety shoes, apron) required. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. HAACP food safety and sanitation certification (Not applicable to remote option).

PSELPT475

Baking Techniques II: Italian Pastry Techniques Experiential Learning

3 semester credits. This course offers an advanced approach to pastry production with a survey of the main preparation techniques used in classic dessert production. Starting from previously acquired knowledge students will develop their skills in the production of pastry and pie doughs and they will be introduced to an advanced level of spongecake recipes. The course will also introduce puff pastry, baked custards, buttercream, sauces and glazes. Souffles, bavarian mousse and pate a bombe based mousse will be thoroughly covered. Students will learn to use basic finishing methods by applying glazes, filling pastries, creating

simple sauces and presenting products for service. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Baking Techniques I or equivalent.

PSELCC480

Professional Cooking III: Italian Creative Cuisine and Decoration Experiential Learning

This course is intended to give advanced students the fundamentals of kitchen organization, menu composition, plating and decoration as well as consolidate their attitudes and skills thanks to full-immersion hands-on activities that will result in effective professional and personal growth, and introduce them to the concept of team work, timing and responsibility within the kitchen environment. The course is open to all students with a good experience in kitchen basics like knife skills, vegetables, meat and egg preparation, application of classic cooking methods and knowledge of main Italian ingredients. Students will have the opportunity to practice cooking techniques and basic kitchen organization skills on a daily basis. Students will be followed by the chef instructor, who will be their mentor in this restaurant cooking experience. The course will develop students skills in dish and menu composition, as well as in building combinations of ingredients based on the legacy of Italian tradition. To do this students will analyze the role of the leading Italian chefs of the last decades and their cooking styles in order to understand their influence on the development of Italian cuisine. The course will be held in the school's creative learning lab where students will put the learned techniques in practice for the preparation of an Italian cuisine menu. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Professional Cooking II: Cooking Techniques or equivalent.

PSELTF480

Physiology of Taste and Flavor Experiential Learning

3 semester credits. This course explores and examines the physiology of sensory organs and how we perceive flavors. The course is designed to expose students to the theory and practice of sensory evaluation techniques and their application to the composition of dishes. Students gain knowledge of the anatomy and physiology of taste, smell and other senses and experience using these senses as analytical tools to assess food products. From the simplicity of identifying the basic tastes to the complexity of aftertastes and aromas, the objective of this course is to train taste buds to better understand the mechanics of our senses as they get in touch with food. Why do we react positively to sweet taste? Why do we sometimes refuse bitter taste? Does umami taste really exist? The course will answer these and many other related questions in order to give the students the instruments needed to deal with flavors that are not generally accepted but require a deeper understanding before being appreciated. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Culinary Arts majors only.

PSELRD480

Restaurant and Production Desserts Experiential Learning

3 semester credits. Dessert is the last dish of a meal, mainly eaten for pleasure thus must be tempting, balanced and somehow matching the meal in an appropriate way. This course covers the preparation and service of hot and cold desserts with a focus on individual cakes and restaurant desserts, and the components involved in their preparation. Students will learn and understand the differences between pastry lab and restaurant kitchen organization, the different logic of production and the importance of offering home-made desserts matching special dietary requirements. Emphasis will be placed on station organization, timing, and stations coordination for restaurant dessert production and service. Students will experience fried products, cakes, tarts, soufflé, stirred and baked custards, mousses and bavarians and will understand the characteristics of a gourmet dessert. The production will concentrate on individual portion desserts as well as traditional style whole cakes and tortes to be portioned. Special focus will be placed on dessert sauces, decorations and plating styles. Students will learn the history of restaurant desserts and understand the different needs and the organization of a restaurant depending on its style and concept. Students will develop a dessert menu from the perspective of variety in the offer, costs, and practicality. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Baking Techniques II: Italian Pastry Techniques or equivalent.

PSELWC480

Worldwide Cuisine Experiential Learning

3 semester credits. This course focuses on important foreign cuisines outside the mediterranean area and is meant to teach students how the influence of local cultures affected food preparation techniques and dishes in important geographic macro areas. This course allows students to examine the influence of geography and climate on the people, the features of the land, the production of agriculture, the available natural resources, and the main industries in many different areas. Special emphasis will be put on the relationship of attitudes and practices of food preferences and on how foods of a country show a relationship to the social and cultural development of an area. Students will experience food preparation from several cuisines based on the customs and heritage of these cultures. The ingredients used in the preparation of the dishes, along with their origin and diffusion, will be the highlights of the course, whose aim is to show how the environment, as well as the external cultural influences, is responsible for the characterization of local cuisines. Student will also adapt to various deviations in cooking strategies, develop an understanding of food sources and the availability of these ingredients. During the course students will benefit from practical application of international cooking in a collaborative kitchen environment. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Culinary Arts majors only.

PSELRD495

Restaurant and Production Desserts Experiential Learning

6 semester credits. Dessert is the last dish of a meal, mainly eaten for pleasure thus must be tempting, balanced and somehow matching the meal in an appropriate way. This course covers the preparation and service of hot and cold desserts with a focus on individual cakes and restaurant desserts, and the components involved in their preparation. Students will learn and understand the differences between pastry lab and restaurant kitchen organization, the different logic of production and the importance of offering home-made desserts matching special dietary requirements. Emphasis will be placed on station organization, timing, and stations coordination for restaurant dessert production and service. Students will experience fried products, cakes, tarts, soufflé, stirred and baked custards, mousses and bavarians and will understand the characteristics of a gourmet dessert. The production will concentrate on individual portion desserts as well as traditional style whole cakes and tortes to be portioned. Special focus will be placed on dessert sauces, decorations and plating styles. Students will learn the history of restaurant desserts and understand the different needs and the organization of a restaurant depending on its style and concept. Students will develop a

dessert menu from the perspective of variety in the offer, costs, and practicality. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Baking Techniques II: Italian Pastry Techniques or equivalent.

PSELSL500

Long Shelf-Life Cakes and Italian Snacks Experiential Learning

3 semester credits. This course focuses on the production of long shelf-life handcrafted baked products, a branch of traditional pastry art that is unfortunately a prerogative of industrial food production today. Students will learn how to prepare artisan “travel cakes” and snacks to go thanks to an in-depth study of the role of single ingredients and their balancing. Sugars, fats, mixing methods, cooking temperatures and food safety will be analyzed from the perspective of their impact on the final product shelf-life. An emphasis will be put on the role of water and hydration in baked products and how water influences the textural properties during storage. The course also includes the study of the calculation of free water in cakes, together with storage and preservation environment management and notions of food contamination and oxidation. Students will learn how to prepare traditional and contemporary travel cakes. Students will also learn artisan methods to reproduce famous Italian packaged snacks. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Baking Techniques II: Italian Pastry Techniques or equivalent.

PSELRC530

Advanced Italian Restaurant Cooking I Experiential Learning

3 semester credits. This course focuses on developing students approach to professional kitchen organization from all different points of view: HACCP standards, equipment maintenance, food receiving and storing, mise en place settings, accurate plating style, importance of timing and menu planning for an organized production. Students will be involved in managing the restaurant kitchen acting like chefs de partie under the direct supervision of the Chef Instructor. Special emphasis will be dedicated to understanding concepts like interpretation and revision of typical Italian recipes in order to create and produce menus that represent the evolution of traditional cuisine. Students will apply the previously learned skills to develop balanced menus and will prepare dry and moist marinades, contemporary risotto styles, and complex classical sauces. The course includes three workshops, held during the semester intersessions, to offer a full-immersion in meat butchering and traditional Italian meat cookery, traditional offal cuisine and traditional Italian fresh pasta and related sauces production. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Four semesters of Culinary Arts course work or equivalent. Special note: This course includes mandatory team projects throughout the academic session.

PSSPGR550

Special Project: Graduate Experiential Learning

3 semester credits. This special project allows graduate students to interact with the local community in Florence through experiential learning in collaboration with the Community Engagement Member Institutions affiliated with FUA. These community projects are directly linked to the academic divisions of FUA-AUF and open to the general public in order to share academic results with the greater community. Graduate students are involved in an advanced-level experience that requires the development of skills and competency related to leadership and organizational vision. Participants are expected to become familiar with the administration and operations of FUA community projects, perform responsibilities according to the project mission, be aware of how current issues encountered are related to the related field/industry, and demonstrate how special project coursework and activities can be applied to academic research. Duties may involve the supervision, monitoring, and assessment of undergraduate-level students. EL hours may be distributed from Monday through Friday. The placement may require weekend hours or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program. Cover letter, CV, and material pertinent to the chosen area, interview.

PSELMC550

Mediterranean Cuisine and Ingredients Experiential Learning

3 semester credits. For human food not only sustains life but also defines identity in numerous ways. Food is an essential aspect of culture and has an evolution and development that begins with human history. The course offers students an overview of Mediterranean cuisine identifying different macro areas and analyzing them starting from historical and cultural background with special emphasis on the different cuisines of the countries facing the Mediterranean sea, their mutual and external influences, and the traditions they developed during centuries. Students will learn about food in Ancient Mediterranean society and the influence of geography, culture, religions on all the changes involving food and food production. The Course will also include an overview of the cuisines of Sicily, Sardinia, Puglia, Liguria as the most representative examples of the mediterranean diet. Emphasis will be placed on ingredients, flavor profiles, preparations, and representative techniques of the most important mediterranean cuisines. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Culinary Arts majors only.

PSELET610

Strategies for Effective Teaching in International Education Experiential Learning

3 semester credits. This graduate-level course is aimed at students who are willing to engage in a career in the field of international education, and who wish to acquire relevant perspectives and skills to teach classes to an international audience, both abroad and in their home country. The course will provide a theoretical background on most up-to-date and engaging teaching strategies to address a multicultural class, as well as a hands-on case-study based framework of elements of reference to build effective and stimulating teaching situations, with consistent reference to both didactic and educational objectives of a course. This course is made unique due to its connection with the three main educational assets implemented as core educational values by FUA-AUF: cultural integration, community engagement, and experiential learning. Experiential learning at FUA-AUF rethinks the concepts of the classroom and field experiences as related rather than distinct environments. The classroom is an on-going environment that extends beyond the physical spaces of lecture halls and laboratories; classroom learning is applied to the outer world. Field experiences must be rooted in academic contexts and give back to classroom learning a wider perspective of taught knowledge. Experiential learning is an active and lasting contribution, based on cultural integration, of

international student perspectives to the local culture, and vice versa. Outreach and collaboration with the community increase awareness and expand an engaged knowledge of the local territory. Therefore, FUA-AUF offers a unique learning model that allows students to benefit from an all-encompassing educational experience based on theory and practice applied to real-life situations while learning comprehensive operational processes, problem-solving strategies, and leadership and management skills. Course topics provide a theoretical framework for engaging teaching strategies for the multicultural classroom. Hands-on approaches and case studies of effective and stimulating teaching situations will be covered, with consistent reference to the didactic objective of a course. The course is unique for the exploration of FUA-AUF's approach to experiential learning: experiential learning (EL), field learning (FL), and service learning (SL). Cultural integration through outreach and collaboration with the community encourages an active exchange between student and local perspectives as an important basis for an active contribution of EL-FL-SL in the learning path. Participants of this course will learn how the teaching experience represents one of the many components of the overall study abroad experience in order to acquire the necessary expertise to manage international learning environments in a dynamic and community-g geared context of cultural integration. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

PSELRC630

Advanced Italian Restaurant Cooking II Experiential Learning

3 semester credits. This course represents the definitive experience for students approaching the world of professional cooking and professionals that want to perfect their skills in contemporary cuisine. The course will provide a deeper insight into the preparation of contemporary dishes and will allow students to put their skills into practice in Italian restaurant settings. Along with learning advanced contemporary cooking techniques, students will manage the kitchen acting as sous chefs on a rotating basis, reporting directly to the Chef instructor and collaborating with the operational organization of the kitchen brigade. Students are asked to organize inventories and food cost control operations, guarantee the regular compilation of HACCP documents and provide an equipment maintenance schedule. The topics covered will include cold smoking application, the use of whipping syphon and contemporary style sauces. Emphasis will be placed on new culinary trends and the developing branch of food pairing in order to broaden students knowledge of flavor combinations thanks to a scientific approach to tastes and flavors. The course includes four workshops, held during the semester intersessions, to offer a full-immersion in specialty fresh pasta production, traditional Italian seafood cuisine, gourmet vegetables cuisine and management of a daily market menu, plus a traditional Italian pastry experience. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Advanced Italian Restaurant Cooking I or equivalent. Special notes: This course includes mandatory team projects throughout the academic session.

PSELBP650

Master Italian Pastry Arts I Experiential Learning

3 semester credits. The aim of this course is to provide students with fundamental pastry techniques and develop their organization and management skills in the pastry lab environment. Students will be involved in daily lab operations and responsibilities and will learn how to guarantee the HACCP standards and an adequate maintenance of pastry lab equipment. Emphasis will be placed in the application of baking and pastry master techniques, and the full immersion in pastry lab management and organization. Students will experience complex preparations such as financier cake, dacquoise, and frangipane cream. These techniques will be applied to the composition of a la carte, display, and reception desserts. During the intersessions

the course will develop in three one-week workshops: the first on laminated doughs and their application to croissanterie and viennoiserie; the second on savory pastry creations; the third on traditional Italian Panettone, and Pandoro. Students will be asked to contribute with a proactive participation through EL hours to the organization and management of the Pastry Lab. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Open to baking and pastry majors or students who have completed two years of related coursework. Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

PSELBP655

Master Italian Pastry Arts II Experiential Learning

3 semester credits. This course will be fundamental for Baking & Pastry students in order to complete their course of studies. The aim of this course goes beyond the mere sharing of technical knowledge. Students will be in charge of the majority of the pastry lab duties in order to gain confidence and autonomy in the management of the operations. Cost control, jobs scheduling, inventory operations will be just a part of the assignments students will have to complete. Special emphasis will be placed in menu development for restaurant, pastry lab and reception service. Upon successful completion of the course students will be confident in the production of ganache and meringue-based mousse, egg-free mousse, and will be able to choose the suitable application for all different mousse types. Emphasis will be placed on specialty petit fours, an item often requested in high standard receptions. Students will experience the modernist approach in pastry art through the application of techniques, equipment and ingredients that will contribute to the creation of unusual textures and sensory experiences. The course will develop in four one-week workshops: the first one focusing on the art of macarons, their suitable fillings and the possible interpretations from sweet to savory; the second one on the art of plating: contemporary styles in desserts presentation; the third one on pastry for special dietary requirements, in order to develop skills necessary for the production of alternative dessert; the fourth on Italian regional folklore and related celebrative desserts. Special assignments will include the planning, organization and service of Ganzo Thursday themed dinners and Friday a la carte dinners. Students are expected to approach assignments and pastry lab duties as professionals, showing responsible behavior and managing abilities. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Master Italian Pastry Arts I or equivalent. Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

PSELGM661

Cold Kitchen and the Art of Plating: Contemporary Garde Manger I

3 semester credits. This course provides students with skills and knowledge of the organization, equipment, and responsibilities of the "cold kitchen" focusing on its three main areas: catering and reception foods, plated appetizers and buffet displays. After an introduction about the history and development of the Garde manger profession, students will learn the fundamentals of the cold kitchen including presentation and plating techniques, cold salads, gourmet sandwich production, mousses, sauces and dressings, dairy product service and application, and cold soups. Emphasis will be placed on cold meats and seafood fabrication and presentation, including all safety and sanitation requirements necessary to guarantee a good and, at the same time, safe food service. Students will learn preparation, timing, and plating native to the banquet kitchen and will experience menu and plate development in order to operate successfully in the catering and reception businesses. The hands-on experience will guarantee students a profound understanding of the Garde Manger profession and constantly increasing skills. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture

hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Four semesters of Culinary Arts course work or equivalent.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

PSELGM662

Cold Kitchen and the Art of Plating: Contemporary Garde Manger II

3 semester credits. This course provides students with skills and knowledge of the organization, equipment, and responsibilities of the "cold kitchen" focusing on its three main areas: catering and reception foods, plated appetizers and buffet displays. Students are introduced to and will prepare fingerfoods and canapés, pates and terrines, as well as basic charcuterie items while focusing on the total utilization of the product. Curing and smoking for preservation will be applied to both meat and seafood allowing students to appreciate the potential of salt as a preservation technique and as a source of flavor development. Students will learn and practice homemade sausages and fresh cheeses production, mousseline pates, and aspics including all safety and sanitation requirements to guarantee a good and, at the same time, safe food service. Students will learn preparation, timing, and plating native to the banquet kitchen and will experience menu and plate development in order to operate successfully in the catering and reception businesses. The hands-on experience will guarantee students a profound understanding of the Garde Manger profession and constantly increasing skills. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Cold Kitchen and the Art of Plating: Grade Manger I or equivalent.

PSELLC683

Italian La Carte Cuisine Experiential Learning

3 semester credits. This course focuses on specific aspects of traditional Italian food preparations. Italian cuisine is characterized by regional recipe styles that are deeply rooted in the availability of local ingredients and diverse cultures and influences ranging from the north to south that have developed over the centuries. Despite the varying influences and differences, we can define general guidelines that some preparations have in common and at same time compare similar recipes to understand the reasons for divergence according to the areas of Italy. Special emphasis will be placed on seafood cuisine specialties, deep-frying methods, the use of bread in traditional cuisine, as well as the comparison of recipes related to important celebrations (such as stuffed roasts, timballi or savory pies) and everyday specialties. Local cuisines will be analyzed in order to better understand the origins and features of specific dishes and their role in Italian gastronomic traditions. The traditional "cucina povera" will be described and compared to preparations that once were symbols of the aristocratic society. Students will be introduced to these local creations through hands-on experience, tastings, and the composition of traditional menus for Friday à la carte special projects at Ganzo. Prerequisites: Culinary Arts majors only.

PSELEN690

Entremets Experiential Learning

3 semester credits. Pastry Art finds its greatest expression in the production of entremets. Pastry Chefs all around the world use entremets to create their signature collections and their fame. The course will focus on the application of dedicated mousse bases, textural inserts, "cremoso", cremeaux, buttercreams, supremes, alcohol application. An emphasis will be put in the development of tartlet entremets, application of vegetables, spices and exotic ingredients and the creation of room temperature entremets. This course is entirely dedicated to the application of all advanced and master pastry techniques for the creation of what can be considered to be the business card of a Pastry Chef. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning

by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Master Italian Pastry Arts II or equivalent.

Cross-listed to Graduate Studies (), Department of Graduate Topics in Health and Wellness Studies

DEPARTMENT of Field Learning

The Department of Field Learning offers courses based on or with a strong field learning component. Field learning is experienced on-site and educates through first-hand experience and active participation, research, guided coursework, and focused learning outcomes.

PSFLIF170

Cultural Introduction to the Italian Family

3 semester credits. One week of on-site field learning with Italian families before session start. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLIF190

Cultural Introduction to the Italian Family

6 semester credits. One week of on-site field learning with Italian families before session start. Upon completion of the field learning week, the course continues as a regular academic session in Florence. The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups, and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis, and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behavior patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLSF200

The Italian Food Industry: From Farm to Table

3 semester credits. One week of on-site field learning at an Italian farm before session start. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example

based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures will be complemented by visits, food tours, tastings, and cooking labs. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLCI200

Cultural Introduction to Italy

3 semester credits. One week of on-site field learning in different locations before session start: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLCI207

Cultural Introduction to Italy

6 semester credits. One week of on-site field learning in different locations before semester/summer sessions: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). Upon completion of the field learning week, the course continues as a regular academic session in Florence. The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using

specific and analytic social assessment skills. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLSI215

Survey of Italian Art

3 semester credits. This course provides a comprehensive survey of Italian art and architecture through five major movements in Italian history, starting from the art of the Roman Empire. The Medieval period is analyzed from its Byzantine roots and influence, which transitioned into the groundbreaking flowering of Renaissance artistic culture. Coursework will continue with the evolution of Italian art through the intellectual and emotional complexity of Mannerism, and conclude with the Baroque period sparked by the Counter-Reformation agenda of the Catholic church. The parallel development of related disciplines and the political and sociological currents during the historic era of each major movement will provide a wider perspective of Italian art and architecture throughout the centuries. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLSI216

Survey of Italian Art

6 semester credits. This course provides a comprehensive survey of Italian art and architecture through five major movements in Italian history, starting from the art of the Roman Empire. The Medieval period is analyzed from its Byzantine roots and influence, which transitioned into the groundbreaking flowering of Renaissance artistic culture. Coursework will continue with the evolution of Italian art through the intellectual and emotional complexity of Mannerism, and conclude with the Baroque period sparked by the Counter-Reformation agenda of the Catholic church. The parallel development of related disciplines and the political and sociological currents during the historic era of each major movement will provide a wider perspective of Italian art and architecture throughout the centuries. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLRP251

Regional Perspectives: A Voyage of Discovery

6 semester credits. Every region of Italy from Piedmont to Sicily has its own cultural identity, from history to culinary specialties. In this course the student will get an inside perspective of the different customs, traditions, linguistic diversities, and historical background of each region. Starting from Tuscany, the study will expand to the rest of Italy by analyzing the different cultural aspects that render Italy a unique example in the world. This course features a language component, as students will be exposed

to Italian language as an effective means to discover contemporary Italy. During each lesson, the instructor will draw the students' focus on key features of Italian language in order to unravel hidden details of Italian communication and culture. Throughout the course, students will be encouraged to apply their basic knowledge of Italian language to fulfill course requirements. A complete insight of the subject will be complemented by mandatory field trips to the south, center and north of Italy. Students will complete a journal project as part of this course. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLSF260

The Italian Food Industry: From Farm to Table

6 semester credits. One week of on-site field learning at an Italian farm before session start. Upon completion of the field learning week, the course continues as a regular academic session in Florence. Considering the renewed global interest in local sourcing and the growth of Km0 practices (locally produced), the study of sustainable food systems is an essential component in the education of an ethically-minded food industry learner. The course takes its cue from the Italian example based on regionalism and the table as an expression of local territories, and how these factors have influenced the national food industry. It analyzes the industry and the production of food (fish, meat, dairy, fruit, vegetables, and grains) and focuses on packaging, traceability (labels), and distribution while exploring the social aspect of the food supply chain. Sustainability principles will be analyzed, as well as case studies in Italian food and beverage service and retailing. A strong focus is placed on seasonality, food policies, and food education. The course objective is to provide students with a solid conceptual framework in order to analyze the Italian food industry and the food production system from a sustainable perspective. Through the understanding of the broader concept of sustainability, students will be able to explore the social, economic, and environmental implications of food production and consumption and to identify the global threats in terms of public health. Students will develop critical skills by analyzing sustainability as active citizens, consumers, and entrepreneurs. The analysis and rethinking of economic, social, and agricultural alternatives in the current food production system will also be developed. Lectures in Florence will be complemented by visits, food tours, tastings, and cooking labs. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLIF280

Multiculturalism, Food, and Religions in the Italian-French Riviera

3 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient

pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLCC285

Italian Civilization and Culture: An Interdisciplinary Study

6 semester credits. This field learning course engages the student in topics related to Italian civilization and culture through direct experience and on-going research. Places of historic, archeological, artistic, architectural, religious, and culinary importance will be introduced on-site as students are guided by the instructor to contextualize an interdisciplinary understanding of Italy. The 3-week course focuses on three distinct areas of geographic interest in Italy: Northern Italy and its relationship to Europe; Southern Italy's proximity to Middle Eastern and Mediterranean cultures; and Central Italy's cultural dominance due to the Etruscan, Roman, and Renaissance influence. Pre-course research is required through the analysis and study of designated resources and bibliographies. On-site fieldwork and assessment are conducted on a daily basis between the instructor and students. Discussion, recording, and presentation are essential forms of re-elaborating the course topics. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLIF290

Multiculturalism, Food, and Religions in the Italian-French Riviera

6 semester credits. One week of on-site field learning in different locations before session start: Italian-French Riviera. Upon completion of the field learning week, the course continues as a regular academic session in Florence. The course engages the student in the exploration of the history and culture of the French and Italian Riviera, a region that still today preserves a peculiar identity, and builds a bridge between the Mediterranean and Northern Europe. Strategically placed in the north of the Mediterranean, Provence and the city of Nice have always attracted civilizations from all over. Throughout its long history, people of many nationalities have docked here and been assimilated into the city, turning it into a cultural and culinary melting pot: Greeks, Romans, North Africans, Corsicans, Sicilians, Arabs, have all left their mark. The course examines the many culinary identities of the area creating a unique culinary cornucopia of different cultures and flavors, as seen in establishments such as restaurants, markets, boulangeries, Maghreb spice stalls, Mediterranean fishmongers, and Sub-Saharan vegetable vendors. The course also focuses on the relevance that the area had in the development of Europe. During the Middle Age, in monasteries and abbeys, the roots of cultural and religious traditions of Europe were continued. Furthermore, thanks to the work of the monks, the techniques of agriculture and viticulture were preserved and improved. Two of the great ancient pilgrimage routes have their start in Provence, the Camino de Santiago (Way of Saint James), through the Roman Via Aurelia to Santiago di Compostela, and the Via Francigena, which leads from France to Rome. Places of culinary, historical, and religious relevance, such as ethnic restaurants and local markets, archaeological sites, and monasteries, will be studied in order to contextualize an interdisciplinary understanding of the culture and history of the Italian and French Riviera. Group discussions and personal

research assignments are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of religion, its connection to food, and their heritage in the contemporary society. This course includes cooking labs, food and wine tastings, and visits. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLFL300

Experiential Learning From Theory to Action: Field Learning, Service Learning, Community Service

3 semester credits. The course explores the educational theories and best practices that allowed contemporary generations to transition away from the traditional lecture environment of frontal classes. Topics focus on how emerging forms of education engage in the local cultural heritage through projects aimed at giving back to the community through volunteering, exploration, and service. Students will understand the management, organization, and philosophy of innovative teaching methodologies. This class includes experiential learning hours in the areas of field learning, service learning, and community service.

PSFLEV300

Startup Ventures and Entrepreneurship

3 semester credits. One week of on-site field learning and lab activities before session start: Locations include Florence and surroundings for an integrated experience of local businesses and the FUA campus and EntrepreLearn Lab. Held in collaboration with Confindustria Firenze, the principle association representing business and manufacturing industries in the Province of Florence. This course is a unique exploration of startup ventures and entrepreneurship from an Italian perspective. Topics introduce the factors involved in initiating new entrepreneurial ventures that have the enduring power to become a successful company. Essential building blocks to be examined are market analysis and strategy, innovation and management, product development, operations, financial frameworks, and competitor analysis. Case studies are drawn from the Italian economy with a local focus on Florentine and Tuscan companies from the perspective of Innovation, Tradition, and Evolution, in order to understand how enterprises in Italy are generating new ventures. The teaching method is a combined approach of lectures, visits, and laboratory activities enhanced by the active participation of involved companies. Coursework and projects will be supported by the EntrepreLearn Lab of FUA's International School of Business, which also features workshops, activities, and networking events. The overall aim of advancing entrepreneurial knowledge through an academically grounded approach and interaction with the local economy is to prepare students for transforming ideas and projects into concrete and viable startup projects from an international perspective. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLRW310

Daily Life in the Roman World - Pompeii and Rome

6 semester credits. This course focuses on life in ancient Rome by examining Pompeii as a model of Roman society. Students will study the ancient Roman city of Pompeii before its destruction by the eruption of Mount Vesuvius in A.D. 79. By examining the surviving artworks (frescoes, sculpture, objects d'art and architecture), and by reading primary sources, students will explore the daily life of ancient Pompeii including its economy, religious practices, entertainment, urban development, politics, and relationship with Rome. Students will spend four days on-site between Rome and Naples. In Rome students will visit the Forum, Colosseum, Pantheon, National Museum of Rome, and Baths of Caracalla before moving on to Naples where they will

finish their presentations on-site in Herculaneum and Pompeii and visit the crater of Vesuvius. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLWC345

Food, Wine, and Culture in Italy

6 semester credits. This course is targeted towards students who are interested in the Italian traditions and the pivotal role that Italy has played in the evolution of food and wine culture. Italy is in fact the oldest wine-producing nation in the world where grapes are grown in almost every region of the country. This course will consider and analyze the various influences and cultural overlaps that this ancient tradition has brought to contemporary Italian culture. This course includes an Italian language component for beginning-level students and field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLNN351

Neapolitan Novels: Elena Ferrante's Southern Italy

4 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

PSFLEV370

Startup Ventures and Entrepreneurship

6 semester credits. One week of on-site field learning and lab activities before session start: Locations include Florence and surroundings for an integrated experience of local businesses and the FUA campus and EntrepreLearn Lab. Held in collaboration with Confindustria Firenze, the principle association representing business and manufacturing industries in the Province of

Florence. Upon completion of the field learning week, the course continues as a regular academic session in Florence. This course is a unique exploration of startup ventures and entrepreneurship from an Italian perspective. Topics introduce the factors involved in initiating new entrepreneurial ventures that have the enduring power to become a successful company. Essential building blocks to be examined are market analysis and strategy, innovation and management, product development, operations, financial frameworks, and competitor analysis. Case studies are drawn from the Italian economy with a local focus on Florentine and Tuscan companies from the perspective of Innovation, Tradition, and Evolution, in order to understand how enterprises in Italy are generating new ventures. The teaching method is a combined approach of lectures, visits, and laboratory activities enhanced by the active participation of involved companies. Coursework and projects will be supported by the EntrepreLearn Lab of FUA's International School of Business, which also features workshops, activities, and networking events. The overall aim of advancing entrepreneurial knowledge through an academically grounded approach and interaction with the local economy is to prepare students for transforming ideas and projects into concrete and viable startup projects from an international perspective. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

DEPARTMENT of Internships

The Department of Internships enhances professional competency through direct field experiences that foster student integration and interaction within the local community. Internship courses are supervised through periodic assessment and final portfolio requirements.

PSINSE411

Internship: Special Event Management

3 semester credits. This internship course exposes students to the principles of event planning with an emphasis on the development and integration of operational strategies in the special event industry. The aforementioned areas will be employed through the application of hospitality management and proper procedures and strategies related to event management. Students will learn how to identify event trends and client preferences in Italy. Topics will include booking, entertainment, event programming and coordination, themes, and sponsorships. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based and production/editing activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Special events Industry research and market trends analysis, event practices development and management, logistics analysis and planning, customer care standards and practices, consumer trend observations and projections, strategic planning for the event industry, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINBP450

Internship: Baking and Pastry Industry

3 semester credits. Through this placement, students are involved in back and front of the house operations at Fedora, the school pastry shop and bistro. The projects are designed to offer future pastry chefs an insight on the production of pastries, baked goods, and desserts. Projects are focused on traditional and contemporary baking and pastry techniques, regional cakes and tarts, desserts and breads for special occasions, knife and piping skills, and mixing methods. Students will learn how to adjust recipes to produce large volumes desserts as well as specialty items. Students will also gain confidence with front of the house procedures in order to complete a comprehensive vision and understanding of the activities, functions, and organization of a baking and

pastry shop for future entrepreneurial activities. This placement may require early AM shifts, PM shifts, and shifts that take place on weekends and holidays, or ongoing research-based activities for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Market/industry research, customer feedback analysis, ingredient research, study of sustainable food production process, recipe analysis, provide lab management options and analyze the different impact on service, final portfolio. Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe safety shoes, apron) required. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. HAACP food safety and sanitation certification. Not applicable to remote option.

PSINCA450

Internship: Culinary Arts

3 semester credits. Through this special project course, students are involved in back of the house operations and projects related to Ganzo, the school restaurant, and Fedora, the school pastry shop and bistro. Under the supervision of a Chef instructor who manages the operations of the kitchen, culinary arts experiential learning students are involved in projects focused on the daily operations of the restaurant industry. The experiential learning project will offer the opportunity to gain confidence with cooking techniques, basic equipment maintenance skills, HACCP, the concept of mise en place and timing, and the importance of standards and consistency. The project will also provide an insight on the importance of the kitchen hierarchy and division of the duties, helping students understand the concept of "brigade" and team work as fundamental for a correct management of kitchen environments. This placement may require PM shifts and shifts that take place on weekends and holidays, or ongoing research-based activities for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Market/industry research, customer feedback analysis, ingredient research, study of sustainable food production process, recipe analysis, provide lab management options and analyze the different impact on service, final portfolio. Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe safety shoes, apron) required. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. HAACP food safety and sanitation certification. Not applicable to remote option.

PSINHO450

Internship: Hospitality Industry

3 semester credits. Students of the hospitality internship course will be introduced to hospitality management and operations through internships activities and projects related to hotels, restaurants, and wine bars in Florence, under the guidance of experienced professionals. Students will also have the opportunity to develop an understanding of the activities, functions, and organization of a hotel/restaurant/enoteca, and will acquire valuable experience in the areas of management procedures and client relations in the hospitality industry. Hotel and hospitality marketing may be included within the tasks which are assigned to the students. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based and production/editing activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Industry research and market trends analysis, operational involvement and analysis, client relations, performance analysis of services, consumer trend observations and projections, strategic planning for hospitality businesses, final portfolio. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may

vary depending on placement. Not applicable to remote option. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSININ450

Internship

3 semester credits. The internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Candidates must meet the prerequisites for the internship program. Students must submit a cover letter, CV, and material pertinent to the chosen area (for example, a photography or visual communication candidacy requires a portfolio). An interview is held for placement purposes. Placements will vary depending on the student's language and professional skills. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSINMP450

Internship: Music and Performing Arts Administration

3 semester credits. The music and performing arts internships aim to match the student's academic background to the diversified environments of creative industries. Students who apply for this internship will experience the dynamic world of entertainment, artists, and performing arts organization in the local community. Placements may range from organization, management, promotion, and marketing in the performing arts. Interns should be prepared to start gradually and maintain schedule flexibility as performing arts engagements may take place in the evenings and/or on weekends or ongoing research-based activities for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Performing arts-oriented communication strategies, promotional material development and creation, audience analysis, comparative research by location and category, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. Laptop required for certain placements. Prerequisites: Italian A2 recommended but may vary depending on the placement. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINVC450

Internship: Visual Communication

3 semester credits. Through the visual communication internship course, students will apply visual and aesthetic inspiration and strategies to creative projects. Students will assist the visual communication staff of the placement organization (i.e. marketing and graphic design teams for companies or freelancers) to develop the visual component of communications-based projects. Tasks may include assisting with items and tasks related to graphic design, photography and video assignments, and websites in formats such as e-newsletters, communication strategies and proposals, flyers, presentations, logos, and brochures. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research and design-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Visual research, image post-production, digital illustration and layout projects, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. DSLR camera might be needed for certain placements. Remote option students will need their own access to Adobe software. Prerequisites: Italian A1 (Breakthrough or beginner) recommended but may vary depending on the placement. Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work layout and illustration software experience.

PSINPH450

Internship: Photography

3 semester credits. Through the photography internship course, students will collaborate with professional photographers and photo labs. Students will learn to develop research and preparation for photo shoots, become familiarized with diverse shooting locations, and fulfill photo projects as assigned. Additional topics may include image processing and printing, assisting with photo shoot logistics, handling photographic equipment, and archiving. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing photoshoot and research activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Photo assignments, conceptual and theme research, location scouting research, digital photo archiving management, image post-production, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. A DSLR camera and a lens with a focal length of 55mm or wider is required for this course. A digital 35mm viewfinder camera (20+ megapixels minimum) is also acceptable. Remote option students will need their own access to Adobe software. Prerequisites: Italian A1 (Breakthrough or beginner) recommended but may vary depending on the placement. Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, DSLR knowledge, Adobe photo software experience.

PSINMK450

Internship: Marketing

3 semester credits. This internship course is designed for students who are looking to enhance their experience and knowledge of marketing strategies and techniques in an international context. The internship will expose students to a business environment where interns will contribute to the organization according to their skill and competency background. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Supporting the development of marketing strategies, corporate marketing projects and marketing plans through market research, client and audience analysis and data analysis, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINMA450

Internship: Management

3 semester credits. Through this internship course, the student will be able to explore the environment of management practices through exposure to an established business in Florence. The position will feature the development of a tailored project that will provide the student with the opportunity to contribute to the organization through the student's perspective. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Corporate management projects, community-based management proposals, market research, client and data analysis with a focus on international and global dynamics, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINAB450

Internship: Accounting and Business

3 semester credits. Through this internship course, the student will be exposed to a commercial business environment or accounting office. The type of business will depend on seasonality and resume evaluation. The student will be able to follow the daily operations of the business establishment and participate in the organization's activities according to his or her skills and competencies. The type of tasks may concern communication with international clients and project development. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually

for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Analysis of day by day operations, communication with international clients or research for new partnerships, project development based on business trends, market research, client and data analysis, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: B2 level of Italian language. Successful completion of Introduction to Accounting or equivalent required. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINPR450

Internship: Public Relations

3 semester credits. Through the public relations internship course, students will learn how to promote a client's business, image, or product. Public relations focus on managing a client's key messages through media releases, editorial content, and promotion. An emphasis is placed on the strategic management and evaluation of key communication systems employed in public relations-related projects. Tasks may include general administrative and logistical tasks, content creation and editing, and tracking media results. This placement may require PM shifts, shifts that take place on weekends and holidays, or ongoing research-based activities for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Corporate communication projects, community-based outreach proposals, market research, client and audience analysis, brief and press release creation, engagement measuring, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINGA450

Internship: Gallery Assistant

3 semester credits. This internship course involves students in the curating activities of a professional fine arts gallery. Students will collaborate with curators and gallery managers on the organizational and operational tasks of developing, organizing, and implementing an art exhibition. Interaction with local and international artists will be a fundamental aspect of the internship, and duties will range from logistical preparation, administrative duties for the gallery management, promotion and press documentation, and other tasks assigned by the organization. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Artist research and scouting, exhibition installation development, catalog creation, artist relations, event curation, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. Laptop required for certain placements. Prerequisites: A2 level of Italian language. Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

PSINFU450

Internship: Fundraising

3 semester credits. This internship course exposes students to the world of non-profit fundraising. Fundraising strategies are employed by charitable and non-profit institutions to raise financial support for projects and initiatives, and represent an essential feature of non-profit organization and operations. Students will become familiarized with philanthropic activity, donor relations, and strategies. Through the sponsoring organization, students will gain a meaningful experience in fundraising practices in areas such as development, promotion, and communications. This placement may require shifts that take place on weekends and holidays or ongoing research-based activities for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require

weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Creation and development of fundraising projects, specific and relevant market research, client and audience analysis, data collection, exercises and practices focused on promotion and communication in the non-profit sector, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINEF450

Internship: Teaching English as a Foreign Language

3 semester credits. The internship course for teaching English as a foreign language is offered to highly motivated students seeking future careers in the field of English language teaching within the challenging environment of a foreign culture. The internship course will immerse students within contexts involving Italian students or adults of different social and educational backgrounds. Internship topics include but are not limited to lesson planning, tutoring, language assessment, textbook selection, and can also include research duties. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Curriculum review, lesson planning, analysis and observations of teaching activities, supporting faculty in co-delivery, coursework assessment, language teaching methodology research, final portfolio. Additional materials/Dress code: Appropriate attire required for teaching in school environments. Prerequisites: An A2 level of Italian language and TEFL/CELTA certification are required for the internship. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINEC450

Internship: Education and Childcare

3 semester credits. Childcare area is a varied and flexible career path. This internship course offers the opportunity to be involved in the field of childcare education at locations such as childcare institutions, private households, and public and private schools. Interns interact with children and help them with different activities such as stimulating cognitive skills through games and animation of body language, language development, creative art-based activities, and daily operations as required by the placement organization. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Activity supervision, guiding games and conversations, creative activity development, activity preparation, provide ongoing logistical assistance to childcare staff, final portfolio. Additional materials/Dress code: Appropriate attire required for teaching in school environments. Prerequisites: An A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINAD450

Internship: Architecture Studio and Interior Design Assistant

3 semester credits. The internship course allows the student from architecture and interior design backgrounds to gain first-hand experience of professional design contexts. Internship students will practice their creative skills with studio teams or individual professionals. Tasks may include initial observations of the professional environment, working on design samples, drafting by hand or digitally, practice AutoCAD layouts and rendering, and assisting the organization with logistical duties. Student involvement will not involve solo project development but require collaborative engagement within the organization's ongoing projects according to the student's skill and competency levels. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research or design-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and

development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Project research, design sampling for layouts and renderings, logistics assistance for organizational processes, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Remote option students will need their own access to layout/rendering software. Prerequisites: An A2 level of Italian language. Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

PSINVP450

Internship: Video Production

3 semester credits. This internship course is ideal for highly motivated students who are interested in creative video production. Involvement includes maintaining equipment, video shooting and editing, scouting locations, assisting the video director for logistics and production purposes, and sound editing. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based and production/editing activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Visual concept research, location scouting research, video production, post-production, final portfolio. Additional materials/Dress code: Business casual attire for dress code, not applicable to remote option. DSLR camera might be needed for certain placements. Remote option students will need their own access to Adobe software. Prerequisites: Italian A1 (Breakthrough or beginner) recommended but may vary depending on the placement. Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, video shooting skills, editing software experience.

PSINSV450

Internship: Sport Venue and Training Center Assistant

3 semester credits. The internship course is designed to involve students in the competitive athletics. Students will have the opportunity to shadow the daily routine of a sport venue and its professional sports trainers. The student will observe how to create specialized workout routines and to target specific goals. The internship involves assisting the trainer in implementing a comprehensive performance and enhancement program for athletes dedicated to building proficiency and training techniques that may include acceleration, multi-directional movement, and agility. Interns will be expected to participate in training sessions and collaborate in projects. The internship tasks assigned may vary according to the degree Italian language knowledge. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based and production/editing activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Sport Industry research and market trends analysis, sport and fitness practices development and management, operational involvement and analysis, customer care standards and practices, consumer trend observations and projections, strategic planning for the sports industry, final portfolio. Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option. Prerequisites: A B1/B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINPC450

Internship: Public and Community Healthcare

3 semester credits. This placement is offered to highly motivated students who seek a structured experience within the system of public healthcare in Italy. The Italian healthcare system has consistently ranked in the top categories worldwide (#2 in 2020 according to the WHO) for its equal access to medical care and health statistics, in particular overall life expectancy. Several non-profit organizations such as the Italian Red Cross, Misericordia, and ANPAS support the public system through volunteer work for essential services. For example, in the region of Tuscany, all services involving the rescue and transportation of emergency patients are conducted by volunteers of the aforementioned associations. Student involvement in placement hours is an opportunity to actively engage within the local community and culture in connection to a healthcare perspective –achieved through ongoing tasks and clinical observations within a public healthcare context alongside licensed professionals and experienced volunteers. Placement involvement will require hours in at least one or more of the following areas: 1. Clinic

assistance for patient / community relations and office duties: Provide support to clinic services and office team. Assist with public and patient relations in the English language 2. Civil service involvement for community and citizen care: Provide support to teams involved in assisting low-income families and the homeless through services such as food, clothing, and blanket distribution. Participate in civil service team assignments to cultural and sporting events for security and medical surveillance on-site. 3. EMT observations for ambulance unit dispatches: Participate in emergency ambulance dispatches to observe EMTs on duty. Observe ambulance-to-hospital (or vice versa to home) processes involved in patient transfers, check-in, and release. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: See Areas 1-3 above. For all areas of task involvement, a final portfolio is also required. Additional materials/Dress code: Dress code requirements will vary depending on the assigned placement subcategories. Not applicable to remote option. Prerequisites: Open to pre-med, health studies, social work, and nursing majors. A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINFI450

Internship: Fashion Industry

3 semester credits. This internship allows the student to interact with the local fashion economy. The fashion internship involves the student in retail management through store organization, business procedures and client relations. Interns will have the chance to be immersed in the fashion retail industry through duties that include but are not limited to sales, stocking, floor management, customer service, promotion, and research. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Store merchandising, window display operations, props selection and organization, designer research, client relations, social media content production, customer care analysis, experiential marketing campaign, organization of promotional events, final portfolio. Additional materials/Dress code: Business casual attire for dress code but may depend on hosting organization. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSINMR450

Internship: Pre-Clinical Research - Dependence and Abuse

3 semester credits. This placement is offered to highly motivated students who want to enter and practice first-hand the world of clinical and pre-clinical research. Students will be in charge, under the supervision of professionals, of researching a particular topic within the larger field of drug abuse and behavioral addiction. Through initial observation in the lab and selected readings (as indicated by the site supervisor), students acquire knowledge of the epidemiology of drug abuse, the experimental models used in brain research, and the pathological consequences of drug addiction. Next, students are invited to extend the concept of addiction to pathological behaviors such as compulsive consumption of palatable food, physical exercise dependence, compulsive shopping, sexual hyperactivity, internet abuse and gambling. Students are required to develop their own research question and, by the end of the experience, submit a research paper and a conference-like presentation. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Analysis of topics and themes of the research, laboratory familiarization, review of the lab's past and present research with a focus on specific addictions and dependence, discussion of therapeutic strategies, assistance with research activities and experiments, oral presentation of final research report, final portfolio. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may

vary depending on placement. Not applicable to remote option. Prerequisites: Open to pre-med, science, and clinical psychology majors. A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSININ550

Graduate Internship

3 semester credits. The internship course aims to prepare graduate students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours or ongoing research-based activities for remote placements. The internship enhances student knowledge through field experience held in a professional environment overseen by a supervisor who regularly monitors the internship progress and development, and guides the student's preparation of a final analytical report and portfolio. The graduate-level internship course is open to students currently enrolled in a graduate-level program or have completed their undergraduate degree. Graduate interns are involved in an advanced-level experience that requires the development of skills and competency related to leadership and organizational vision. Participants are expected to become familiar with the administration and operations of the placement location, perform responsibilities according to the organization's mission, be aware of how current issues encountered are related to the placement's field/industry, and demonstrate how internship coursework and activities can be applied to academic research. Duties may involve the supervision, monitoring, and assessment of undergraduate-level students. Candidates must meet the prerequisites for the internship program. Students must submit a cover letter, CV, and material pertinent to the chosen area (for example, a photography or visual communication candidacy requires a portfolio). An interview is held for placement purposes. Placements will vary depending on the student's language and professional skills. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINHO550

Internship/Externship in the Hospitality Industry

3 semester credits. This course is the second cycle of the series starting with PSINHO450 Internship in the Hospitality Industry. The internship/externship is a required credit-bearing experience for students of the four-year program. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINHO600

Internship/Externship in the Hospitality Industry

3 semester credits. This course is the third cycle of the series starting with PSINHO450 Internship in the Hospitality Industry. The internship/externship is a required credit-bearing experience for students of the four-year program. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINHO610

Internship/Externship in the Hospitality Industry

3 semester credits. This course is the fourth cycle of the series starting with PSINHO450 Internship in the Hospitality Industry. The internship/externship is a required credit-bearing experience for students of the four-year program. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and the guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

DEPARTMENT of Portfolio Development

The Department of Portfolio Development offers specific guidance on professional portfolio creation through refining skills and competencies regarding individuality, and creativity, and presentation methods.

PSPDIP180

Introduction to Portfolio

3 semester credits. This course introduces students to the basics of how to assemble personal portfolios that exhibit strength of imagination and prove professional skills and competence. Whether the focus is fashion and accessories design, graphic design, interior design, digital photography, or fine arts, a finely tailored portfolio is an essential element for applications and interviews. A successful portfolio documents the creative process and displays an individual's talents and qualifications. Its purpose is to feature an evolving, experimental process that adequately expresses the trajectory and growth of ideas. Coursework will include the exploration of visual strategies, formats, styles, and multimedia to best promote the student's self-image. By demonstrating mastery of techniques and overall creativity, portfolios are an important opportunity that can support applications to new academic opportunities, including internships and scholarships, as well as first employment.

PSPDPO380

Portfolio Development

3 semester credits. The focus of this course is to develop the skills for creating an individual portfolio that summarizes a coherent, articulate, and visually comprehensive body of work. Students will utilize digital media approaches to fully showcase areas of specialization as represented by the project(s) to be featured in the portfolio. A rigorous level of professional design criticism will be applied to portfolio content development, organization, assembly, and presentation across varied media channels. Advanced forms of rendering and thematic exploration will be covered, as well strategies for integrating conceptual and experimental approaches and relevant historic and contemporary influences inherent to the featured work. Coursework will require the analysis and maturation of both personal identity and an in-depth understanding of the related fields and industry contexts associated with the portfolio content including market demands, professional expectations, standards of quality and competency, and overall creativity. Prerequisites: Open to Visual, Fine Arts, and Fashion Majors of Junior or Senior standing.

PSPDGC690

Graduate Studies Capstone

3 semester credits. Through the graduate studies capstone, students integrate topics from their overall course of study in a final synthesis project. Cumulative knowledge, main theories of the discipline, and experientially acquired skills are applied from a critical perspective and have the aim of verifying the achievement of curriculum learning objectives. As the culminating phase of the graduate-level program, the capstone project requires the research, elaboration, and analytic/forecasting competencies of a topic, developed by the candidate under the guidance of the faculty member. The resulting capstone is intended to demonstrate mastery of the program's curricular scope: a highly-articulated individual proposal of an approved topic, and the proposal's intended impact on the field of study. Prerequisites: Successful completion of an undergraduate degree is required for this course.

Cross-listed to Graduate Studies (), Department of Graduate Experiential Learning

DEPARTMENT of Professional Studies and Experiential Learning

PSSPHT350

Special Project: Experiential Learning in Community Garden Management

3 semester credits. Through this special project course, students are involved in horticultural practices with a focus on community and wellbeing. Students will engage in plant-related activities to foster the cognitive, social, emotional, and physical wellbeing of different groups of users and types of contexts. Activities will focus on indoor/outdoor gardens through the use of tools, equipment, structures, and techniques used in horticultural practices. Topics include principles of horticulture, plant propagation, soils and soil cultivation, pests and diseases, watering management, and garden care. Students will experience first-hand the restorative powers of gardens, landscapes, and green spaces through direct experiences aimed at restoring the connectivity between green sustainability and society. Gardens in the urban landscape of Florence city center and the FUA-AUF

campus network provide a rich backdrop for the field-based practices of this placement course. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Plant-based practices, horticultural therapy research, plant profiling and archiving, garden care and management, watering and propagation, final portfolio. Additional materials/Dress code: Garden-appropriate attire and protective clothing/shoes. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPBR350

Special Project: Experiential Learning in Botanical Retail Management

3 semester credits. Through this special project course, students are involved in green retail practices that promote business sustainability from a botanical perspective. Through direct practices and engagement, students explore the potential of botanical retail as a positive contributor to community awareness of topics such as green cities, plants and mental health and wellbeing, and current and future development of green urbanism. Placement activities are coordinated through Pomario at the Palazzi Community Center, a botanical retail store whose proceeds fund student scholarships. In addition to retail operations, students will also engage in brand communication, client-customer relations, and sustainable event development and execution. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Retail operations, plant selection and curation, product placement and packaging, store and event management, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPTA420

Special Project: Experiential Learning in Teaching Assistantship

3 semester credits. The Special Project: Experiential Learning in Teaching Assistantship course allows students to experience and assist with aspects of teaching under the close supervision of a faculty member. TA students assist with classroom setup, course logistics, student management, coursework, classroom activities, and student performance evaluation. Additionally, TA students have the opportunity to lead selected classroom activities and contribute to lectures. TAs represent a bridge between faculty and students, as they facilitate the learning process by promoting communication management and strategies for course interaction between students and instructors. This class includes experiential learning with CEMI. CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Activity supervision, guiding students through course materials, creative activity preparation and development, contribution to lectures and seminars, student feedback reviews for faculty and department, assistance with grading, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: At least one upper-level course

related to the topic of the course in which the student is serving, with at least a B grade or equivalent. Additionally, the student must have a GPA of 3.0 or better.

PSSPIL420

Special Project: Experiential Learning in Teaching Assistantship - Italian Language

3 semester credits. The Special Project: Experiential Learning in Teaching Assistantship - Italian Language is for students who are at an advanced academic standing and language level. The course allows students to experience and assist with aspects of teaching under the close supervision of a faculty member. TA students assist with classroom setup, course logistics, student management, coursework and classroom activities, and assisting the instructor with the evaluation of student performance. Italian language TAs are supervised by the sQuola teaching faculty, and assist faculty members with daily course management and organization. Moreover, TAs actively participate in course activities, and reinforce their own Italian language skills while helping other students in their language learning progress. This class includes experiential learning with CEMI. CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Activity supervision, guiding students through course materials, creative activity preparation and development, contribution to lectures and seminars, student feedback reviews for faculty and department, assistance with grading, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Having completed at least one upper-level course in Italian language with at least a B grade or equivalent, or being Italian language native. Additionally, the student must have a GPA of 3.0 or better.

PSINTT450

Internship: Tourism and Travel Industry

3 semester credits. This internship course offers the opportunity to experience the tourism and travel industry in Florence, a leading city and destination at the global level. Involvement will take place through the operations and strategies of local companies and agencies that cater to local and international clients. Students will explore topics such as destination analysis and management, travel logistics, client services and relations, and market research. Students will also assist with promotional activities through social media updates and digital communication strategies. This placement may require hours that take place on weekends or ongoing research and development-based projects for remote placements. This internship course aims to prepare students for the professional world and features an unsalaried internship scheduled individually for a minimum of ten hours per week. Students generally serve as part-time interns from Monday through Friday, although some internships may require weekend hours. The internship enhances students' knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and guides the student's preparation of a final analytical report and portfolio. Placements will vary depending on the student's language and professional skills. Main tasks: Location research, itinerary development and review, logistical support for supervisors, itinerary and logistics performance analysis, participation satisfaction analysis, final portfolio. Students, according to their backgrounds, could also be involved in marketing and promotional aspects of the placement location. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may vary depending on placement. Not applicable to remote option. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

SCHOOL OF SCIENCES AND MATHEMATICS (SM)

The School of Sciences and Mathematics (SM) gathers the following departments: Biology (BO) Chemistry (CH) Mathematics (MA) Physics (PH) The schools courses offer students a foundation in the sciences through courses committed to the study and pursuit of scientific subjects. Topics account for the study of the natural world, everyday life, and the crossovers between the scientific and artistic realms thanks to Florence's cultivation of artist-scientists such as Da Vinci and Galileo. Coursework spans from foundational topics such as chemistry, physics, calculus, etc., to the application of scientific subjects in specific fields such as pharmacology, food sciences, history, and the arts.

DEPARTMENT of Biology

The Department of Biology covers applied subjects as well studies from wider perspectives. In a world where biology is at the forefront of technology, medicine, and environmental concerns, an understating of human biology and ecosystems interact with diverse disciplines.

SMBOAP200

Human Anatomy and Physiology I

3 semester credits. This course provides a general introduction to the study of human anatomy and physiology. The course is designed for non-biology majors who want to learn the basics of anatomy. General properties of living organisms are considered while human structures and functions are emphasized. The class will study the creation of the human body, from cells to tissues, organs to organ systems, and finally the organism, along with the chemical and physical principles behind its operation, and the principal systems and their physiological processes will be discussed. In addition, students are given a historical overview of anatomical studies from the work of Galen in antiquity to the anatomical investigations of Leonardo da Vinci, Michelangelo, and Vesalius during the Renaissance. New and noninvasive technologies, such as MRI, that uncover parts of the human anatomy never seen before, will be introduced. Field trips include the La Specola Zoological Museum for its collection of 18th-century anatomical wax models.

SMBOAP201

Human Anatomy and Physiology I Lab

1 semester credit. Lab component of Human Anatomy and Physiology I, please see course description. Lab hours are designed to provide direct technical and technological applications of lecture material. Prerequisites: See Human Anatomy and Physiology I. Lab open only to students enrolled in this course.

SMBOAP220

Human Anatomy and Physiology II

3 semester credits. Taking advantage of the knowledge gained about the structure of human body and its organs, this course will look further in detail to the mechanisms the human body carries out for maintaining homeostasis and stay alive and functioning. The interactions between various systems of the body and the way these interactions occur will be investigated. Cell structure, function and metabolism, signal transduction and a deeper investigation of the systems described in the previous course will be topics of this course as well. Case studies related to the course content regarding health problems will be discussed. Prerequisites: Human Anatomy and Physiology I or equivalent.

SMBOAP221

Human Anatomy and Physiology II Lab

1 semester credit. Lab component of Human Anatomy and Physiology II, please see course description. Lab hours are designed to provide direct technical and technological applications of lecture material. Prerequisites: See Human Anatomy and Physiology II. Lab open only to students enrolled in this course.

DEPARTMENT of Chemistry

The Department of Chemistry provides courses of both broad and specific natures for understanding of the chemistry of the world around us. Chemical understanding is applied to disciplines such as art thanks to the Florentine location highly populated by historic and contemporary art.

SMCHGC250

General Chemistry

4 semester credits. This course provides an introduction to the fundamental theories of inorganic chemistry including the structure of atoms, electronic structure, bonding, reactions in aqueous media, gas behavior, intermolecular forces, and properties of solutions. Emphasis will be placed on developing the use of strategies for successful problem solving in chemistry and science, and on understanding how these skills are used to understand nature. At the end of this course the student will have the ability to analyze, interpret, and draw conclusions from chemical and scientific data; a basic understanding of chemical and scientific principles and their application to real-world chemical challenges; a means to identify common misconceptions about chemistry and science; and a strengthened knowledge of the relationships of chemistry and science with society. Lecture material is

integrated with applied techniques, data analysis, and written reports in a laboratory setting. Prerequisites: Open to both science and math majors and non-majors who have taken Introduction to Chemistry and Introduction to Calculus.

SMCHGC251

General Chemistry Lab

1 semester credit. Lab component of General Chemistry, please see course description. Lab hours are designed to provide direct technical and technological applications of lecture material. Prerequisites: See General Chemistry. Lab open only to students enrolled in this course.

SMCHOC255

Organic Chemistry I

3 semester credits. Organic chemistry is a fundamental introduction to the field and represents one of the most practical and applicable aspects of chemistry, due to its role in daily life and living systems. This course is an introduction to organic chemistry, focusing primarily on the basic principles to understand the structure and reactivity of organic molecules. A large part of the course subject is devoted to laying the foundations; topics include, but are not limited to acids and bases, chemical reactions, stereochemistry, spectroscopy, and spectrometry. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts and be ready take on subsequent courses related to organic chemistry.

Prerequisites: Open to both science and math majors and non-majors who have taken Introduction to Chemistry and Introduction to Calculus.

SMCHOC256

Organic Chemistry I Lab

1 semester credit. Lab component of Organic Chemistry I, please see course description. Lab hours are designed to provide direct technical and technological applications of lecture material. Prerequisites: See Organic Chemistry I. Lab open only to students enrolled in this course.

SMCHOC260

Organic Chemistry II

3 semester credits. This course continues the study of the fundamental principles and laws of chemistry encountered in Organic Chemistry I, and is only open to students with prior organic chemistry preparation. This course explores the remaining important classes of organic compounds and introduces students to the most important applications of organic chemistry today. Topics include, but are not limited to, Ethers, Epoxides and Thioethers, aromatic compounds and reactions, Ketones and Aldehydes, Amines, Carboxylic acids and Carbonyl Compounds. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. Prerequisites: Organic Chemistry I or equivalent.

SMCHOC261

Organic Chemistry II Lab

1 semester credit. Lab component of Organic Chemistry II, please see course description. Lab hours are designed to provide direct technical and technological applications of lecture material. Prerequisites: See Organic Chemistry II. Lab open only to students enrolled in this course.

SMCHCE300

Chemistry in Everyday Life

3 semester credits. This lecture and lab-based course gives students a broad overview of how chemistry forms an integral part of our daily lives. The course is designed for non-science majors and will begin with an introductory survey of the basic principles of chemistry. The fundamental notions will then be investigated in relation to a wide range of activities including cooking, cleaning, photography, the use of cosmetics and medication, gardening, and automobiles.

SMCHCA310

Chemistry and the Visual Arts

3 semester credits. This lecture and lab-based course provides an introduction to chemistry as it relates to the visual arts, with a particular emphasis on painting and photography. The course is designed for non-science majors and will begin with an introductory session on the basic principles of chemistry in relationship to atomic structure, light, and color. Topics include chemicals used in photography, paint pigments, dyes and the manufacture of paints, the physics and chemistry of color mixing, oil-based paints, varnishes, solvents, fixatives, acrylic emulsion and acrylic solution alkyd resin as well as PVA paints, and the detection of art forgery. Conservation and restoration topics will be addressed with a focus on sculpture and paintings in Florence. Visits to art galleries, museums, and restoration laboratories form an important part of this course.

SMCHHC470

Historical Perspectives in Chemistry

3 semester credits. Throughout history, science and chemistry have shaped the evolution of the world. This course is designed according to the learning needs and interests of both science and non-science majors and traces the emergence of chemistry as a discipline, its evolution from past to present, and how it continues to influence and be influenced by politics, morality, and society. Course topics will examine the impact of chemistry on human history and include a deeper look at specific molecules of enormous importance such as cellulose giving rise to the XVIII century Industrial Revolution and other relevant case studies. Students will gain a working knowledge of the history and techniques used in the analysis and transformation of matter. Prerequisites: An introductory chemistry course and an introductory mathematics course such as algebra are recommended.

DEPARTMENT of Mathematics

The Department of Mathematics prepares students in fundamental principles of algebra, geometry, functions and statistics, and finite mathematics applied to other disciplines.

SMMABM150

The Logic and Beauty of Mathematics

3 semester credits. Mathematics is often seen as difficult to master. It often seems so abstract that people seek to avoid it. Math, however, lies at the very foundations of the modern world and we avoid it at our peril. This course aims to put the everyday world back in math by exploring it through approachable, practical examples and putting the uses of math in context. Through lectures and engaging activities such as labs, and tutorial exercises, and demonstrations, students will directly experience the simple logical rules and the reasons behind the rules that give math its universal applicability and appeal for any student engaged in academic studies.

SMMAFM150

Finite Mathematics

3 semester credits. This course features topics that demonstrate basic mathematical ideas used to analyze and problem solve questions of individual or societal need. Topics include mathematical logic, sets, counting techniques, probability, statistics, and geometry.

SMMAIC190

Introduction to Calculus

3 semester credits. In this course, students will address the foundations of calculus, the study of functions, and their rates of change. Students will learn how to model situations in order to solve problems. The importance of calculus will be emphasized in its essential role in many disciplines. In physical and biological sciences, economics, and even social sciences, the transition from qualitative or descriptive understanding to a more quantitative understanding is invariably achieved through mathematics and calculus in particular.

SMMAIC290

Intermediate Calculus

3 semester credits. This course addresses more complex calculus problems. Covered topics include parametric equations, polar coordinates, conic sections, coordinate systems and vectors, dot product and cross product, vector functions, derivatives and integrals of vector functions, arc length and curvature, functions of several variables and partial derivatives, and directional and double and triple integrals. Prerequisites: Introduction to Calculus or equivalent.

SMMACC532

Cost Control

3 semester credits. The course develops skills in scheduling and controlling costs in project management, which can face challenges related to time, human resources, materials, budget, project specifications, and deadlines. The concept of financial planning for businesses and organizations, including a special emphasis on hospitality structures, asks students to consider the development of budgets, identifying/forecasting potential problems to avoid profit loss, flexible vs. static budgets to control costs, and types of cost control analysis. Prerequisites: Hospitality Accounting or Restaurant Management, or equivalent.

DEPARTMENT of Physics

The Department of Physics explores the impact of physics in the world. The course offering features both a general approach to more specific topics such as modern scientific methods and figures such as the experimentation of Galileo.

SMPHIP180

Introduction to Physics

3 semester credits. This is an introductory course that investigates the nature and function of matter, motion, light, electricity, magnetism, and energy. Further topics include thermodynamics, electromagnetism, quantum mechanics, and relativity. Part of the course will be dedicated to discussion sessions and readings on the role of science in today's world.

SMPHGP200

General Physics I

3 semester credits. The principles of physics are the basis of modern technology. Understanding the concepts of physics and knowing how to solve physics-related problems are a key requirement for success in advanced studies in all technical fields including biology, medicine, and the health sciences. The purpose of this course is to provide students with a fundamental knowledge of the principles and processes of the physical world with an emphasis on problem-solving and critical thinking. Topics include: the dynamics and behavior of matter, their motion, the forces involved, the exchanges of energy, force, momentum, and the basics of concepts such as space and time. Students taking General Physics I will develop an understanding of the physical aspects of nature and learn the scientific method and its application to scientific inquiries. In-class discussion along with group and individual work will enhance and consolidate students' understanding of basic physical principles and applications. Prerequisites: Calculus I

SMPHGP201

General Physics I Lab

1 semester credit. Lab component of General Physics I, please see course description. Lab hours are designed to provide direct technical and technological applications of lecture material. Prerequisites: See General Physics I. Lab open only to students enrolled in this course.

SMPHPL300

Physics in Daily Life

3 semester credits. This course presents a non-mathematical approach to understanding the scientific principles of physics. Its aim is to stimulate the non-science major to critically examine, in the light of physics, apparently mundane events in our daily lives. Why does a microwave oven heat food but not the plastic container its in? How can an airplane be suspended in midair? A thematic approach is adopted throughout the term. For example, the "light and sound" section explores the technology behind optical fibers for communications, laser vision correction, etc. Other topics include mechanics (the laws of motion), fluids, heat, waves, and electric and magnetic forces.

SMPHGR340

Galileo and the Scientific Renaissance

3 semester credits. Galileo Galilei was one of the founding fathers of the modern scientific world who lived and worked for the larger portion of his life in Florence under the protection of the ruling Medici family. His life and works are a landmark in the history of science. What did he do and why is it so important? This course is designed to introduce the students to the

intellectual ferment of the Renaissance, which produced the revolutionary figure of Galileo. Both the works of Galileo and his contemporaries will be examined. Visits to scientific museums and institutions in Florence form an integral part of this course.

SQUOLA Center for Culture and Italian Studies

Squola is FUA-AUF's center for Italian studies. Academic departments and courses are offered through its School of Italian Studies and Linguistics.

Vision

SQUOLA is an academic institution in Florence dedicated to transforming the meaning of learning the Italian language by teaching an understanding of what it means to be an Italian speaker today, immersing students in Italian culture, and encouraging students to go beyond the textbook and learn outside the classroom.

SQUOLA exposes its students to the changing realities of Italy today.

SQUOLA is an integration project that takes its students beyond memorized words and towards acquiring a real grasp of sounds and nuances.

SQUOLA seeks to offer a complete, contemporary, culturally and sociologically rich vision of the Italian language in the city that gave birth to linguistic pioneers such as Dante and Boccaccio.

Why the Q? SQUOLA is a deliberate misspelling of "scuola" (school), a play on words that challenges students to immerse themselves culturally and linguistically.

Mission

To offer intensive immersion programs - short and long term - for students in combination with internships, volunteer, and community service positions where skills are put into practice.

The contemporary approach of SQUOLA goes beyond traditional learning methods by teaching students how to speak and live in the Italian culture and society.

To create a bridge, through interdisciplinary linguistic studies, between the international student and the Italian/Florentine experience.

To promote an open forum that hosts academic gatherings, conferences, and conventions on contemporary Italian and Cultural studies.

To lead integration programs to unite the local, student, and international communities in Florence such as: thematic events, lectures, and cinema programs.

Values

An innovative intensive language program suited for individuals with a serious interest in maximizing progress during their studies in Florence.

A faculty of international academics and professionals to complement the educational and cultural mission of FUA-AUF.

Dynamic facilities that offer the learning methodologies and technologies.

The practice of Italian in contexts that engage and give back to the local community through sQuola's network of local organizations including public schools.

FACULTY HIGHLIGHTS

The School of Italian Studies and Linguistics faculty come from distinguished academic and professional backgrounds. Writers, linguists, translators, and researchers are some of the diverse profiles represented by sQuola faculty members. In addition to meeting hiring standards for academic backgrounds, all language instructors possess the DITALS certification for teaching the Italian language. With their solid backgrounds, faculty members provide individual attention and support with innovative, high-quality methods responsive to the students' educational needs and interests.

SQUOLA in the Community - CEMI

The Center for Cultural and Italian Studies (CCIS) brings together a rich program of cultural events and activities throughout the year. It also facilitates student involvement in diverse areas of cultural integration. CCIS regularly collaborates with state schools for children, centers for the elderly, pro-animal associations, environmental organizations as well as diverse NGOs.

PROGRAMS OF STUDY

- Study abroad programs, short and long-term (see brochure)

SCHOOL OF ITALIAN STUDIES AND LINGUISTICS (IS)

The School of Italian Studies and Linguistics (IS) is the academic core of the Quola Center for Cultural and Italian Studies and offers the following departments: Italian Cultural Studies (IS) Italian Language (IT) Italian Literature (IL) The areas of studies offered by the school are designed to introduce diverse categories of learnings to Italian language and culture. Students may focus on language studies, historic and contemporary Italian literature, and topics of Italian culture. Italian studies at FUA-AUF are differentiated and characterized by the institutions development of distinct cultural and field learning approaches for a different, learning-by-doing perspective of immersion. The cultural component of academic courses in the field of Italian studies can take place in the form of cultural and community integration through embedded course components such as service learning, field learning, and cultural courses with a language component.

DEPARTMENT of Italian Cultural Studies

The Department of Italian Culture Studies and its courses introduce students to the characteristics of Italian culture and excellence in several fields such as cinema, art, architecture, design, and fashion. Many courses include a language component that allows students to understand and appreciate the subjects discussed using the Italian language as a means to discover culture. Select covers sociological and pedagogical topics such as society, education, and family in Italy.

ISISCI200

Cultural Introduction to Italy

3 semester credits. One week of on-site field learning in different locations before session start: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

ISISGG201

Grow Green and Learn Italian

3 semester credits. This course offers an innovative way to learn the Italian language and develop environmental consciousness while exploring Florence and its surroundings. Through the study of the relationship between humans and nature, the human role in ecology, and the sustainable management and conservation of natural resources, students will learn basic Italian vocabulary and usage in the form of experiential learning. The course aims to develop four basic Italian language skills (reading, writing, listening, and speaking), while providing experiences and on-site lessons aimed at expanding the connection between individuals and the natural world and developing sustainable lifestyles. Each topic, excursion, and experience will be supported by a structured class of Italian language, providing a great opportunity to explore Florence, its parks, its people, and its traditions from a new perspective while learning and practicing the Italian language. This course includes an Italian language component for beginning-level students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which

surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach.

ISISCI202

Cultural Introduction to Italy

3 semester credits. The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and is aimed to provide the student with an incomparable experience of studying important sites of artistic architectural and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. Florence only.

ISISCI207

Cultural Introduction to Italy

6 semester credits. One week of on-site field learning in different locations before semester/summer sessions: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). Upon completion of the field learning week, the course continues as a regular academic session in Florence. The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

ISISII210

An Italian Identity: Speak the Culture

3 semester credits. This course is designed to provide students with the opportunity to discover Italian language through its culture. Course topics will expose students to contemporary Italian culture and society and its many components pertaining to society, politics, education, cultural influences, culinary traditions, and lifestyle. During each lesson, students will be asked to engage actively in the lectures and explore, under the guidance of their instructor, the many components of life in Italy in order to identify the common traits of a contemporary Italian identity. Students will also address linguistic components relative to the topics discussed to highlight the many connections between spoken language, vocabulary, and idioms in order to disclose the many ways through which language has become a contemporary means to convey Italian culture. This course includes an Italian language component for beginning-level students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens

students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach.

ISISIA225

The Italian-American Experience

3 semester credits. This course explores the cultural anthropology and sociology of the Italian-American family from the beginning of the twentieth century to the present day. Topics will focus on the following themes: stereotypes, gender, religion, politics, social change, and community character and adaptation. Students will analyze newspapers, magazines, and narrative fiction, as well as documentaries, feature films, and popular television programs. Special attention will be paid to the emotional and cultural experience of the return of Italian-Americans to their roots in Italy.

ISISNV250

Body Language and Non-Verbal Communication in Italy

3 semester credits. This course explores the realm of communication in Italy through non-verbal communication and body language. As a millennial crossroads of cultural contamination due to its central position in the Mediterranean area, Italy has always been a point of collision and absorption of communication and language. The course topic explores the evolution of non-verbal languages that arose as a universal mode of communicating across cultures, with a particular focus on contemporary uses in Italy. Considering the infinite diversity of spoken Italian due to a linguistic history of regional dialects, Italian non-verbal communication is a unique example of how bodily gestures have become a codified form and occupy a significant role in Italian culture and society. Various socio-cultural-political contexts, areas of scholarly research/study, and field experiences will be regularly examined and applied throughout the course.

ISISRP250

Regional Perspectives: A Voyage of Discovery

3 semester credits. Every region of Italy from Piedmont to Sicily has its own cultural identity, from history to culinary specialties. In this course the student will get an inside perspective of the different customs, traditions, linguistic diversities, and historical background of each region. Starting from Tuscany, the study will expand to the rest of Italy by analyzing the different cultural aspects that render Italy a unique example in the world. This course features a language component, as students will be exposed to Italian language as an effective means to discover contemporary Italy. During each lesson, the instructor will draw the students' focus on key features of Italian language in order to unravel hidden details of Italian communication and culture. Throughout the course, students will be encouraged to apply their basic knowledge of Italian language to fulfill course requirements. This course includes an Italian language component for beginning language students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach.

ISISRP251

Regional Perspectives: A Voyage of Discovery

6 semester credits. Every region of Italy from Piedmont to Sicily has its own cultural identity, from history to culinary specialties. In this course the student will get an inside perspective of the different customs, traditions, linguistic diversities, and historical background of each region. Starting from Tuscany, the study will expand to the rest of Italy by analyzing the different cultural

aspects that render Italy a unique example in the world. This course features a language component, as students will be exposed to Italian language as an effective means to discover contemporary Italy. During each lesson, the instructor will draw the students' focus on key features of Italian language in order to unravel hidden details of Italian communication and culture. Throughout the course, students will be encouraged to apply their basic knowledge of Italian language to fulfill course requirements. A complete insight of the subject will be complemented by mandatory field trips to the south, center and north of Italy. Students will complete a journal project as part of this course. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

ISISCC285

Italian Civilization and Culture: Identity and Diversity in Italy

6 semester credits. This field learning course engages the student in topics related to Italian civilization and culture through direct experience and on-going research. Places of historic, archeological, artistic, architectural, religious, and culinary importance will be introduced on-site as students are guided by the instructor to contextualize an interdisciplinary understanding of Italy. The 3-week course focuses on three distinct areas of geographic interest in Italy: Northern Italy and its relationship to Europe; Southern Italy's proximity to Middle Eastern and Mediterranean cultures; and Central Italy's cultural dominance due to the Etruscan, Roman, and Renaissance influence. Pre-course research is required through the analysis and study of designated resources and bibliographies. On-site fieldwork and assessment are conducted on a daily basis between the instructor and students. Discussion, recording, and presentation are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of identity and diversity in Italy by examining the three main divisions of the Italian peninsula.

This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

ISISOL300

On Love: Fragments of Italy

This course will take students into a literary and cinematographic journey of Italy through the words and images of great historical personalities who –with their novels and films– helped to create a well-established link between Italy and romantic love. Through an exploration that goes beyond all stereotypes, students will become familiar with Italian places that inspired writers and directors as the perfect settings for beautiful, intense, and sometimes dramatic love stories. Texts and films from different historical periods (focusing on the late 19th century and the first half of the 20th century) will be read and viewed, analyzed, and discussed so that students will be able to create their own personal map of the sites that contributed to the collective imagination of Italy as the “land of love.”

ISISCC300

Contemporary Italian Cinema

3 semester credits. The focus of this course is contemporary Italian cinema from the 1980s up to the present day. The following films will be studied in particular: Tornatore's *Cinema Paradiso*, Moretti's *Polibella Rossa*, and Benigni's *La Vita è Bella*. All films will be discussed with reference to political, social, and aesthetic issues in contemporary Italy. Please note that film viewing hours are scheduled outside of the regular class times.

ISIST1300

The Italians: Life, Culture, and Society

3 semester credits. The purpose of this course is paint a portrait of the Italian people through the colors and shades of the Italian lifestyle. The course will discuss the many points of pride of Italian culture as well as examine the many contradictions that may often baffle the foreign observer. Course topics will provide students with an in-depth analysis of the Italian identity addressed through readings of history, culture, and sociology. This course includes an Italian language component for intermediate language students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach. Prerequisites: Two semesters of Italian language or equivalent.

ISISCP310

Cultural Perspectives: Awareness, Exposure, and Engagement

6 semester credits. The aim of this course is to study Italian culture through action and participation, and to build awareness from the perspective of active engagement beyond mere observation. The course concept is intended to give students a better understanding of contemporary Italian society and culture –politics, economy, social environment, traditions –and compare their current expressions with historical contexts by using hands-on and interactive participation in cultural integration programs that involve the local community. An important element of this course is the Italian language component, which acts as a bridge to Italian culture based on communication skills. Throughout the course, students will be encouraged to apply their basic knowledge of Italian language to fulfill course requirements. The course is designed to expand the student's global prospective through constant reflection and constructive criticism in order to incorporate intercultural knowledge into a richly articulated awareness of the self intended as the individual, as the individual within a community, and the individual within a culture. The Cultural Perspective course includes: 8 visits in Florence, regular involvement in activities related to cultural immersion and fieldwork. During the semester it also includes a weekend research trip to Sicily as an integral component of the academic coursework. During summer sessions, the course includes a weekend trip to Rome and one weekend trip to Verona and lakes as an integral component of the academic coursework. The course focuses on cognitive development, cultural awareness, and intercultural and interpersonal communication by integrating and placing the student in direct contact with local culture.

ISISSED335

Education In Italy

3 semester credits. The first part of this course examines each stage of the Italian educational system from nursery school (asilo nido) through the various levels and choices related to secondary and high schools. The examination of Italian schooling will also be approached from a historical standpoint, in particular through the mapping of changes over the last three decades. The following questions will be examined: What is the effect of immigration on schools and how have they adapted to the recent influx of non-European pupils? What is/has been the role of the Catholic Church in state education and how has the increasingly secularized nature of Italian society impacted schooling? How has the role of the teacher changed and how does that role compare to those in other countries? How and why has the curriculum changed? The second part of the course will examine the choices for higher education from technical colleges to universities. Italy boasts the oldest universities in the world - Salerno, Bologna, Padua, and Pavia - and some lectures and discussion will be dedicated to the history of the Italian university and its role in the Renaissance period. The structure, organization, admission procedures, student life, and degree system of the modern university will be examined.

ISISSED339

Education In Italy - Service Learning

4 semester credits. The first part of this course examines each stage of the Italian educational system from nursery school (asilo nido) through the various levels and choices related to secondary and high schools. The examination of Italian schooling will also be approached from a historical standpoint, in particular through the mapping of changes over the last three decades. The following questions will be examined: What is the effect of immigration on schools and how have they adapted to the recent

influx of non-European pupils? What is/has been the role of the Catholic Church in state education and how has the increasingly secularized nature of Italian society impacted schooling? How has the role of the teacher changed and how does that role compare to those in other countries? How and why has the curriculum changed? The second part of the course will examine the choices for higher education from technical colleges to universities. Italy boasts the oldest universities in the world - Salerno, Bologna, Padua, and Pavia - and some lectures and discussion will be dedicated to the history of the Italian university and its role in the Renaissance period. The structure, organization, admission procedures, student life, and degree system of the modern university will be examined. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

ISILCC400

Contemporary Italian Cinema (in Italian)

3 semester credits. This course is focused on contemporary Italian cinema from the 1980s to the present day. All films will be discussed with reference to the political, social, and aesthetic issues in contemporary Italy. Please note that film viewing hours are scheduled outside of regular class times. Prerequisites: Three semesters of Italian language or equivalent.

DEPARTMENT of Italian Language

The Department of Italian Language offers a wide range of courses from basic to advanced levels. Courses are aimed at improving conversational and writing skills, as well as the knowledge of the Italian language through culture and specific fields.

ISITCI101

Communicating in Italian

3 semester credits. This course focuses on the relationship between students and the city. Students will receive an overview of basic Italian language structures used to develop communication skills. Students will also develop a vocabulary that will enable them to engage in simple but useful everyday conversations, thus enhancing and supporting their Italian experience. Upon course conclusion, students will be able to express themselves in daily life contexts such as shopping for food, clothes, interacting with Italians, talking about yourself, habits, and hobbies. Emphasis will be given to oral expression of practical vocabulary. This level is for absolute beginner students who have never studied Italian before. The coursework will invite students to practice the acquired knowledge in a native environment.

ISITEI101

Elementary Italian 101

3 semester credits. This introductory language course is intended for students with no prior knowledge of Italian. The course presents linguistic fundamentals and essential grammatical structures necessary for elementary communication. Students will learn the regular conjugations of common -are, -ere, and -ire verbs, working primarily with present tense verbs. Simple prepositions will also be introduced along with other fundamental structures.

ISITIB101

Italian Language Beginner

3 semester credits. This course develops basic conversation, reading, and writing skills. Equal focus will be given to grammatical structures, vocabulary, and conversation skills. Students will develop a vocabulary that will enable them to engage in simple but useful everyday conversations, thus enhancing and supporting their Italian experience. Upon course conclusion, students will be able to express themselves in basic sentences, recognize gender and number in both nouns and adjectives, and begin approaching the Passato Prossimo. Emphasis will be given to the oral expression of practical vocabulary and newly acquired grammar structures. This level is for absolute beginner students who have never studied Italian before.

ISITMT101

Med Talk Communicating in Italian in Health Professions

1 semester credit. This course seeks to support students who are enrolled health professions –including nursing, social work, public health, and pre-health programs –for what concerns basic Italian language structures related to their discipline. Students will develop a medical vocabulary that will enable them to engage in simple but useful conversations within the health sector, with the aim to ease communication with Italian patients and colleagues. The course allows students to be more embedded in the Italian experience, while also practicing conversation that can be used both during work and outside of it. This course is open to all the students enrolled in disciplines of the health sector, such as nursing, social work, public health, pre-health, or equivalent. No former knowledge of Italian is necessary.

ISITEI102

Elementary Italian 102

3 semester credits. This second-level introductory course is intended for students who have previously completed one semester of elementary Italian language studies at the undergraduate level. Students will practice the use of passato prossimo (past tense) conjugations. The Imperfetto will be introduced and students will begin to decipher the appropriate use of both tenses. Communicative functions, pronunciation, listening, reading, and speaking skills will continue to be developed. Prerequisites: One semester of Italian language or equivalent.

ISITIB104

Italian Language Elementary - Service Learning

4 semester credits. This introductory language course is intended for students with no prior knowledge of Italian. The course presents linguistic fundamentals and essential grammatical structures necessary for elementary communication. Students will learn the regular conjugations of common -are, -ere, and -ire verbs, working primarily with present tense verbs. Simple prepositions will also be introduced along with other fundamental structures. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

ISITHO130

Italian Language for Hospitality Majors

3 semester credits. This course concentrates on rapidly developing a basic command of Italian while introducing the student to various aspects of the Italian culture through the hospitality industry. Students will have the opportunity to learn on-site with their instructors through a series of walking tours and visits in Florence to hotels, restaurants, and wine-related establishments. Technical vocabulary will be enhanced and finalized to prepare the student for the hospitality industry. Equal focus will be given to grammatical structures, vocabulary, and conversation skills. Students will develop a vocabulary that will enable them to engage in simple but useful everyday conversations, thus enhancing and supporting their Italian experience. After taking this course, students will be able to express themselves in the Present tense and Passato Prossimo and to use both nouns and adjectives in the correct form with reference to gender and number. No prior knowledge of Italian required, this is a beginner-level course.

ISITIB165

Intensive Italian For Six Credits (Beginner)

6 semester credits. This intensive six-credit course is intended for students with no prior knowledge of Italian. It will give students the opportunity to experience a total language immersion, learning how to use gradually more complex grammatical structures and vocabulary. Upon course conclusion, students will be able to communicate simple and routine tasks, discuss familiar and routine topics and describe his/her background, and understand clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. The course will start from linguistic fundamentals and essential grammatical structures, including singular and plural forms of articles, adjectives, nouns, and their agreement; regular and some irregular conjugations of

-are, -ere, -ire verbs in the Present tense; and simple prepositions. It will then move on to reflexive verbs, conjugation of regular and irregular verbs in the Past, and direct object pronouns. It will finally introduce students to Future and Conditional tenses, possessive adjectives, and indirect object pronouns, along with the continued practice of expanding vocabulary and gradual building of complexity in grammatical structures. All lessons will be taught in Italian.

ISITIB175

Intensive Italian For Nine Credits (Beginner)

9 semester credits. This intensive nine-credit course is intended for students with no prior knowledge of Italian. It will give students the opportunity to experience a total language immersion, learning how to use gradually more complex grammatical structures and vocabulary. Upon course conclusion, students will be able to communicate in both written and oral form about topics they are familiar with pertaining to personal interests (i.e. family, hobbies, work, travel), as well as simple aspects of Italian culture. The course will start from linguistic fundamentals and essential grammatical structures, including singular and plural forms of articles, adjectives, nouns, and their agreement; regular and some irregular conjugations of -are, -ere, -ire verbs in the Present tense; simple prepositions; reflexive verbs; conjugation of regular and irregular verbs in the Past; and direct object pronouns. It will then move on to the conjugation of Future and Conditional tenses, possessive adjectives, and indirect object pronouns, along with the continued practice of expanding vocabulary and gradual building of complexity in grammatical structures. It will finally introduce students to Trapassato Prossimo, Pronomi Relativi and Combinati, Imperativo, and a basic grasp of the four Subjunctive tenses. All lessons will be taught in Italian.

ISITIB185

Intensive Italian For Twelve Credits (Beginner)

12 semester credits. This intensive twelve-credit course is intended for students with no prior knowledge of Italian. It will give students the opportunity to experience a total language immersion, learning how to use gradually more complex grammatical structures and vocabulary. Upon course conclusion, students will be able to participate in conversations on topics they are familiar with pertaining to personal interests or everyday life (i.e. family, hobbies, work, travel, and current events), as well as narrate a story, relate the plot of a book or film, and write properly about topics that are familiar or of personal interest. The course will start from linguistic fundamentals and essential grammatical structures, including singular and plural forms of articles, adjectives, nouns, and their agreement; regular and some irregular conjugations of -are, -ere, -ire verbs in the Present tense; simple prepositions; reflexive verbs; conjugation of regular and irregular verbs in the Past; and direct object pronouns. It will then move on to the conjugation of Future and Conditional tenses, possessive adjectives, and indirect object pronouns, Trapassato Prossimo, Pronomi Relativi and Combinati, Imperativo, and a basic grasp of the four Subjunctive tenses. It will finally introduce students to Passato Remoto, Periodo Ipotetico, Gerundio and Infinito Passato. All lessons will be taught in Italian.

ISITII201

Italian Language Intermediate I

3 semester credits. This course builds on and extends fundamental skills developed in the beginning-level course. Emphasis is placed on developing fluency skills and integration of language and culture through more extensive reading and writing. Upon course completion, students will be able to express polite requests using the Present Conditional and develop their language ability by using direct and indirect object pronouns. This course is aimed at students who already have a basic vocabulary of Italian and some knowledge of elementary language structures. Prerequisites: One semester of Italian language or equivalent.

ISITCI201

Communicating in Italian Intermediate

3 semester credits. This course on communicating in Italian seeks to enhance and increase the opportunities to speak to Italians on a daily basis, either through performing daily activities or through social interaction. Upon course conclusion, students will be able to express themselves with a more comprehensive knowledge of the Italian vocabulary in a variety of contexts and by using both formal and informal language. This level is for students who already have previously studied Italian language fundamentals. Through the coursework, students will be invited to practice the acquired knowledge in a native environment. Prerequisites: Communicating in Italian or equivalent.

ISITLI201

Lower Intermediate Italian 201

3 semester credits. This intermediate level course is intended for students who have previously completed two semesters of elementary Italian language studies at the undergraduate level. With the mastery of common verb conjugations, students will

move on to future tense structures as well as use of irregular verbs. Focus will be on strengthening reading, writing, speaking, and listening skills. Conditional tenses will be introduced, along with continued practice on expansion of vocabulary and gradual building of complexity in grammatical structures. Prerequisites: Two semesters of Italian language or equivalent.

ISITGG201

Grow Green and Learn Italian

3 semester credits. This course offers an innovative way to learn the Italian language and develop environmental consciousness while exploring Florence and its surroundings. Through the study of the relationship between humans and nature, the human role in ecology, and the sustainable management and conservation of natural resources, students will learn basic Italian vocabulary and usage in the form of experiential learning. The course aims to develop four basic Italian language skills (reading, writing, listening, and speaking), while providing experiences and on-site lessons aimed at expanding the connection between individuals and the natural world and developing sustainable lifestyles. Each topic, excursion, and experience will be supported by a structured class of Italian language, providing a great opportunity to explore Florence, its parks, its people, and its traditions from a new perspective while learning and practicing the Italian language. This course includes an Italian language component for beginning-level students. SLC (Studies with a Language Component) represents an engaging approach to learning that embraces a multi-disciplinary application of cultural education methods. This stimulating approach broadens students' understanding of their studies and creates a link between their academic careers and the local cultural environment which surrounds them. Through SLC courses, students learn notions of Italian language and terminology as a bridge to better understand and appreciate Italy's modern, multifaceted society. By being exposed to the Italian language, Students discover different elements of Italian communication and culture and learn the linguistic fundamentals that enable them to engage in simple, everyday conversation. While doing so, they examine the sociological and pedagogical aspects of Italy such as society, politics, education, family, geography, and the environment. SLC is a learning methodology that integrates theory with practice: students learn the culture and language of Italy in class, then experience what they have learned through interaction with the local communities within the city of Florence and its neighborhoods. Diverse student populations benefit from this educational approach.

ISITII204

Italian Language Intermediate - Service Learning

4 semester credits. This intermediate level course is intended for students who have previously completed two semesters of elementary Italian language studies at the undergraduate level. With the mastery of common verb conjugations, students will move on to future tense structures as well as use of irregular verbs. Focus will be on strengthening reading, writing, speaking, and listening skills. Conditional tenses will be introduced, along with continued practice on expansion of vocabulary and gradual building of complexity in grammatical structures. This course includes service learning hours within the Florentine Community. Service learning is a method that incorporates intentional learning with service to the community, in which the service component functions as a reflection on classroom learning for all tasks performed. In addition to regular class hours, students will be involved in a volunteer project for the entire session that integrates them in the local community in order to remove barriers and gain a sense of social responsibility. The acquisition of new skills and knowledge obtained in the service learning environment outside the classroom will enrich the learning experience and contribute to personal and emotional growth, as well as cultural consciousness, to develop a greater sense of a global citizenship and sensitivity to the needs of others. Students are guided through the experience by the non-profit association supervisor and the service learning coordinator to enhance outcomes both inside and outside the classroom. The contribution to the association is not only crucial to a deeper understanding of course topics but also allows for a greater sense of belonging in the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience. Prerequisites: One semester of Italian language or equivalent.

ISITII215

Intensive Italian For Six Credits (Intermediate I)

6 semester credits. This intensive six-credit course is intended for students who have previously completed one semester of elementary Italian language studies at the undergraduate level. It will give students the opportunity to experience a total language immersion, building on and extending fundamental skills developed in the elementary course. Upon course conclusion, students will be able to communicate in both written and oral form about topics they are familiar with pertaining to personal interests (i.e. family, hobbies, work, travel), as well as simple aspects of Italian culture. The grammatical structures covered will start with a review of Passato Prossimo and introduce Imperfetto conjugations, direct object pronouns, Future and Conditional tenses, possessive adjectives, and indirect object pronouns, followed by Trapassato Prossimo, Pronomi Relativi and Combinati,

Imperativo, and a basic grasp of the four Subjunctive tenses. All lessons will be taught in Italian. Prerequisites: 1 semester of Italian language or equivalent.

ISITII250

Italian Language Intermediate II

3 semester credits. This level is for those students who already have an active knowledge of elementary language structures (i.e. the expression of past actions and events, discussion of future plans), can communicate simple and routine tasks, discuss familiar and routine topics and describe his/her background, and can understand clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Upon course conclusion, students will be able to use more complex pronouns both in spoken and written Italian and will have a basic grasp of the following topics: Condizionale, Trapassato Prossimo, Pronomi Relativi, Imperativo and a basic grasp of the four tenses of Subjunctive. Prerequisites: Two semesters of Italian language or equivalent.

ISITII265

Intensive Italian For Six Credits (Intermediate II)

6 semester credits. This intensive six-credit course is intended for students who have previously completed two semesters of Italian language studies at the undergraduate level. It will give students the opportunity to experience a total language immersion, preparing them to acquire more complex grammatical structures to express personal opinions and preferences. Upon course conclusion, students will be able to participate in conversations on topics they are familiar with pertaining to personal interests or everyday life (i.e. family, hobbies, work, travel, and current events), as well as narrate a story, relate the plot of a book or film, and write properly about topics that are familiar or of personal interest. The grammatical structures covered will start with a review of Passato Prossimo and Imperfetto, and introduce Trapassato Prossimo, Pronomi Relativi and Combinati, Imperativo, and the four Subjunctive tenses, followed by Passato Remoto, Periodo Ipotetico, Gerundio, and Infinito Passato. All lessons will be taught in Italian. Prerequisites: 2 semesters of Italian language or equivalent.

ISITII275

Intensive Italian For Nine Credits (Intermediate I)

9 semester credits. This intensive nine-credit course is intended for students who have previously completed one semester of elementary Italian language studies at the undergraduate level. It will give students the opportunity to experience a total language immersion, building on and extending fundamental skills developed in the elementary course and preparing them to acquire more complex grammatical structures to express personal opinions and preferences. Upon course conclusion, students will be able to participate in conversations on topics they are familiar with pertaining to personal interests or everyday life (i.e. family, hobbies, work, travel, and current events), as well as narrate a story, relate the plot of a book or film, and write properly about topics that are familiar or of personal interest. The grammatical structures covered will start with a review of Passato Prossimo and introduce Imperfetto conjugations, direct object pronouns, Future and Conditional tenses, possessive adjectives, and indirect object pronouns, followed by Trapassato Prossimo, Pronomi Relativi and Combinati, Imperativo, and a basic grasp of the four Subjunctive tenses. The course will finally introduce students to Passato Remoto, Periodo Ipotetico, Gerundio, and Infinito Passato. All lessons will be taught in Italian. Prerequisites: 1 semester of Italian language or equivalent.

ISITII280

Italian Language Intermediate III

3 semester credits. This course is based on the acquisition of more complex grammar structures to express personal opinions and preferences. The level prepares students to participate in conversations on topics with which they are familiar pertaining to personal interests or everyday life (i.e. family, hobbies, work, travel, and current events). During this course, students will develop skills that will allow them to narrate a story, relate the plot of a book or film, or write properly about topics that are familiar or of personal interest. Upon course completion, students will have developed a good understanding of the Subjunctive and will be able to judge when to use the Indicative, Subjunctive, or Conditional moods. Prerequisites: Three semesters of Italian language.

ISITII285

Intensive Italian For Twelve Credits (Intermediate)

12 semester credits. This intensive twelve-credit course is intended for students who have previously completed one semester of elementary Italian language studies at the undergraduate level. It will give students the opportunity to experience a total language immersion, building on and extending fundamental skills developed in the elementary course and preparing them to acquire

quite complex language structures in both written and oral texts. Upon course conclusion, students will be able to express themselves fluently and articulately using all past tenses on a wide range of topics (both familiar and unfamiliar), use Subjunctive and Conditional tenses in different linguistic contexts, and read and discuss literary excerpts as well as newspaper articles on current affairs, culture, and politics. The grammatical structures covered will start a review of Passato Prossimo and introduce Imperfetto conjugations, direct object pronouns, Future and Conditional tenses, possessive adjectives, and indirect object pronouns, followed by Trapassato Prossimo, Pronomi Relativi and Combinati, Imperativo, a basic grasp of the four Subjunctive tenses, Passato Remoto, Periodo Ipotetico, Gerundio, and Infinito Passato. The course will finally introduce students to the difference between Indicative and Subjunctive, the Indicative and Subjunctive tense agreement, a more in-depth study of the Periodo Ipotetico, and the Passive. All lessons will be taught in Italian. Prerequisites: 1 semester of Italian language or equivalent.

ISITII290

Intensive Italian for Nine Credits (Intermediate II)

9 semester credits. This intensive six-credit course is intended for students who have previously completed two semesters of Italian language studies at the undergraduate level. It will give students the opportunity to experience a total language immersion, preparing them to acquire quite complex language structures in both written and oral texts. Upon course conclusion, students will be able to express themselves fluently and articulately using all past tenses on a wide range of topics (both familiar and unfamiliar), use Subjunctive and Conditional tenses in different linguistic contexts, and read and discuss literary excerpts as well as newspaper articles on current affairs, culture, and politics. The grammatical structures covered will start with a review of Passato Prossimo and Imperfetto, and introduce students to Trapassato Prossimo, Pronomi Relativi and Combinati, Imperativo, and the four Subjunctive tenses, followed by Passato Remoto, Periodo Ipotetico, Gerundio, and Infinito Passato. The course will finally introduce students to the difference between Indicative and Subjunctive, the Indicative and Subjunctive tense agreement, a more in-depth study of the Periodo Ipotetico, and the Passive. All lessons will be taught in Italian. Prerequisites: 2 semesters of Italian language or equivalent.

ISITII300

Intensive Italian for Six Credits (Intermediate III)

6 semester credits. This intensive six-credit course is intended for students who have previously completed three semesters of Italian language studies at the undergraduate level. It will give students the opportunity to experience a total language immersion, preparing them to acquire quite complex language structures in both written and oral texts. Upon course conclusion, students will be able to express themselves fluently and articulately using all past tenses on a wide range of topics (both familiar and unfamiliar), use Subjunctive and Conditional tenses in different linguistic contexts, and read and discuss literary excerpts as well as newspaper articles on current affairs, culture, and politics. The grammatical structures covered will introduce Passato Remoto, Periodo Ipotetico, Gerundio, and Infinito Passato, followed by a review of the four Subjunctive tenses, the difference between Indicative and Subjunctive, the Indicative and Subjunctive tense agreement, a more in-depth study of the Periodo Ipotetico, and the Passive. All lessons will be taught in Italian. Prerequisites: 3 semesters of Italian language or equivalent.

ISITIW300

Writing in Italian

3 semester credits. This course is addressed to intermediate-advanced students of the Italian language. The goal of the course is to improve writing skills, to enrich vocabulary, and to broaden knowledge of the Italian and Tuscan culture. Students will explore and describe Florence and other historical and art highlights/Tuscan cities. They will be required to take notes and to produce written assignments (in Italian) about the visits. At the end of the course, students will produce a written guide-report of Tuscany. Italian Language Placement Test required. Prerequisites: Three semesters of Italian language.

ISITIA301

Italian Language Advanced I

3 semester credits. This level is for those students who already have a sound knowledge of Italian grammar and are able to express themselves fluently and articulately using all past tenses. Students should have familiarity with Subjunctive and Conditional tenses in both written and spoken Italian. During the course they will improve vocabulary and comprehension by reading and discussing literary texts as well as newspaper articles on current affairs, culture, and politics. Students will perfect their skills in the use of all verb tenses acquired at the intermediate levels and study the Passive voice. Prerequisites: Four semesters of Italian language or equivalent.

ISITIA350

Italian Language Advanced II

3 semester credits. This final level covers a more sophisticated use of the language, both written and spoken. Students will be exposed to different registers of communication in Italian from the very colloquial to the literary standard, also taking into consideration modern 21st century Italian through the media. Students will become familiar with non-finite forms of verbs (Forme Implicite) i.e. the use of Gerund, Present and Past Participle, and the Infinitive. Prerequisites: Five semesters of Italian language or equivalent.

ISITLT350

Special Project: Experiential Learning in International Education - Ludoteca Tutor (Junior Level)

3 semester credits. Learning Italian is not a one-off event; it requires commitment and dedication. If the experience is interactive, learners will stay curious and the learning process will be more effective. Within sQuola, the School of Italian Studies and Linguistics, FUA-AUF recognizes and aims to promote the lifelong pedagogical, educational and socio-cultural role of play for individuals and for society. Therefore, FUA-AUF has developed an ad-hoc “toy library” project, designed to promote playtime culture and learning through play. Ludoteca is a place for amusement, socialization, integration and education that puts play at the center of all its activities and projects. Ludoteca contributes to the development of the individual and provides students with a dedicated space, materials to play with and expertise that, when combined, create an opportunity to engage freely in playtime activities and support learning. Ludoteca is a project managed by Italian Language Tutors, supervised by the sQuola coordinator. The Tutor is the person of reference for the students involved in Ludoteca activities, and who is in charge of the daily management and the organization of games and activities held in the facility. Moreover, Tutors prepare and manage all the Ludoteca activities. The position of Junior Tutor is open to students who are interested in and have a passion for the Italian language and culture, and have already completed Italian Language Intermediate II or III, or an equivalent level. Junior Tutors will assist sQuola’s Tutors in Ludoteca activities. They should be prepared to start their experiential learning at an entry level to gradually be assigned more challenging tasks. By participating in this project, students will reinforce their Italian language skills through play while helping Beginner level students to increase their own learning. At Ludoteca, Junior Tutors are invested with both the responsibility to guide lower level students towards a better comprehension of the language, and the opportunity to strengthen their own language and leadership skills. EL hours may be distributed from Monday through Friday. This placement may require activities that take place on weekends, or ongoing research-based activities for remote placements. This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks (all the activities are held in Italian): Activity supervision, guiding students in Italian conversations, creative activity development, activity preparation, student feedback reviews for faculty and department, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option. Prerequisites: Italian Language Intermediate II or III, or an equivalent level. Cover letter, CV, and material pertinent to the chosen area, interview.

ISITII365

Intensive Italian for Six Credits (Advanced)

6 semester credits. This intensive six-credit course is intended for students who have previously completed four semesters of Italian language studies at the undergraduate level. It will give students the opportunity to experience a total language immersion, preparing them for a more sophisticated use of the language, both written and spoken. Upon course conclusion, students will be able to recognize different registers of communication in Italian from the very colloquial to the literary standard, engage in complex conversations on both specialized and non-specialized topics, and read and discuss a wide range of literary, scientific, and media excerpts. The grammatical structures covered will start with a review of the four Subjunctive tenses and introduce students to the difference between Indicative and Subjunctive, the Indicative and Subjunctive tense agreement, a more in-depth study of the Periodo Ipotetico, and the Passive. The course will then move on to non-finite forms of verbs (Forme Implicite), i.e. the use of Gerund, Present, and Past Participle, and the Infinitive. All lessons will be taught in Italian. Prerequisites: 4 semester of Italian language or equivalent.

ISITII375

Intensive Italian for Nine Credits (Advanced)

9 semester credits. This intensive nine-credit course is intended for students who have previously completed three semesters of Italian language studies at the undergraduate level. It will give students the opportunity to experience a total language immersion, preparing them to acquire quite complex language structures and a more sophisticated use of the language, both written and spoken. Upon course conclusion, students will be able to recognize different registers of communication in Italian from the very colloquial to the literary standard, engage in complex conversations on both specialized and non-specialized topics, and read and discuss a wide range of literary, scientific, and media excerpts. The grammatical structures covered will introduce students to Passato Remoto, Periodo Ipotetico, Gerundio, and Infinito Passato. The course will then move on to a review of the four Subjunctive tenses, the difference between Indicative and Subjunctive, the Indicative and Subjunctive tense agreement, a more in-depth study of the Periodo Ipotetico, and the Passive. It will finally introduce students to non-finite forms of verbs (Forme Implicite), i.e. the use of Gerund, Present, and Past Participle, and the Infinitive. All lessons will be taught in Italian. Prerequisites: 3 semesters of Italian language or equivalent.

ISITII385

Intensive Italian For Twelve Credits (Advanced)

12 semester credits. This intensive twelve-credit course is intended for students who have previously completed two semesters of Italian language studies at the undergraduate level. It will give students the opportunity to experience a total language immersion, preparing them for a more sophisticated use of the language, both written and spoken. Upon course conclusion, students will be able to recognize different registers of communication in Italian from the very colloquial to the literary standard, engage in complex conversations on both specialized and non-specialized topics, and read and discuss a wide range of literary, scientific, and media excerpts. The grammatical structures covered will start with a review of Passato Prossimo and Imperfetto, and introduce Trapassato Prossimo, Pronomi Relativi and Combinati, Imperativo, and the four Subjunctive tenses. The course will then move on to Passato Remoto, Periodo Ipotetico, Gerundio, and Infinito Passato, the difference between Indicative and Subjunctive, the Indicative and Subjunctive tense agreement, a more in-depth study of the Periodo Ipotetico, and the Passive. It will finally introduce students to non-finite forms of verbs (Forme Implicite), i.e. the use of Gerund, Present, and Past Participle, and the Infinitive. All lessons will be taught in Italian. Prerequisites: 2 semesters of Italian language or equivalent.

ISITRW400

Reading and Writing in Italian

3 semester credits. This course is addressed to advanced students of the Italian language. The goal of the course is to improve reading and writing skills, to enrich vocabulary, and to broaden knowledge of the Italian culture through excerpts taken from different periods of Italian Literature. Students will become familiar with important literary periods and authors. They will be required to take notes and to produce written assignments (in Italian) about the texts/authors discussed in class. At the end of the course, students will produce a short paper (in Italian) about a specific theme. Prerequisites: Four semesters of Italian or equivalent.

ISITIL420

Special Project: Experiential Learning in Teaching Assistantship - Italian Language

3 semester credits. The Special Project: Experiential Learning in Teaching Assistantship - Italian Language is for students who are at an advanced academic standing and language level. The course allows students to experience and assist with aspects of teaching under the close supervision of a faculty member. TA students assist with classroom setup, course logistics, student management, coursework and classroom activities, and assisting the instructor with the evaluation of student performance. Italian language TAs are supervised by the sQuola teaching faculty, and assist faculty members with daily course management and organization. Moreover, TAs actively participate in course activities, and reinforce their own Italian language skills while helping other students in their language learning progress. This class includes experiential learning with CEMI. CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Main tasks: Activity supervision, guiding students through course materials, creative activity preparation and

development, contribution to lectures and seminars, student feedback reviews for faculty and department, assistance with grading, final portfolio. Additional materials/Dress code: Business casual attire. Not applicable to remote option.

Prerequisites: Having completed at least one upper-level course in Italian language with at least a B grade or equivalent, or being Italian language native. Additionally, the student must have a GPA of 3.0 or better.

DEPARTMENT of Italian Literature

The Department of Italian Literature offers courses that examine literary periods, authors, and development. Work from the Middle Ages including the emblematic figures of Dante, Petrarch, and Boccaccio; the Nineteenth century, and the present day in both survey and specific contexts are featured.

ISILOL300

On Love: Fragments of Italy

This course will take students into a literary and cinematographic journey of Italy through the words and images of great historical personalities who –with their novels and films –helped to create a well-established link between Italy and romantic love. Through an exploration that goes beyond all stereotypes, students will become familiar with Italian places that inspired writers and directors as the perfect settings for beautiful, intense, and sometimes dramatic love stories. Texts and films from different historical periods (focusing on the late 19th century and the first half of the 20th century) will be read and viewed, analyzed, and discussed so that students will be able to create their own personal map of the sites that contributed to the collective imagination of Italy as the “land of love.”

ISILML305

Dante, Petrarca, Boccaccio

3 semester credits. This course focuses on the important trio of fourteenth century Italian literature: Dante Alighieri, Francesco Petrarca, and Giovanni Boccaccio. A major emphasis of study is based on the texts of Dante's *Vita Nuova* and the *Divine Comedy*, Petrarca's *Il Canzoniere*, and Boccaccio's *The Decameron*. All three writers will be discussed in relation to the culture and society of their times.

ISILCL310

Contemporary Italian Literature

3 semester credits. This course is an introduction to contemporary Italian literature from Neorealism to the present time. Important topics include novels, short stories, essays, and poetry that will be read and discussed. As in all countries of the Western world, the post-war period in Italy was a time of enormous development, upheaval, and change that completely transformed Italian society. The worldwide impact of globalization of the last few decades has introduced economic and cultural challenges in Italy. The aim of the course is to analyze and understand how the process of transformation in Italian society has been reflected in the literary production.

ISILVP330

Vasco Pratolini's Florence: Readings and Cultural Walks

3 semester credits. Vasco Pratolini is one of the most important writers of the twentieth century in Italy and his writings embody the literary spirit of the city, its society, and its history during the years of Fascism and World War II. The course features poetic walks between the banks of Arno and several stops in Piazza Santa Croce and Piazza del Carmine, using the features of Pratolini's narrative to retrace several locations in Florence. The writer describes a geography of real and imaginary places in the city providing students with the opportunity to explore the city, discover the historical and traditional neighborhood, and be inspired by the writings and books by Pratolini as well as other Italian writers of the 1900s. This course includes an Italian language component for beginning language students. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

ISILDF340

Dante Alighieri's Florence: Readings and Cultural Walks

3 semester credits. This course will examine excerpts of Dante Alighieri's greatest passages from the Divine Comedy and other works in relation to the space and history of Florence. Textual analyses will be performed, unpacking the dense symbolism and motifs reflective of the intellectual and moral climate during 14th century Florence. Students will visit churches, piazzas, and palaces within the city and will examine these locations in the context of Dante's life and surrounding controversy, the accusations and denunciations in his writings, the physical descriptions of the city, and the characters and historical figures present in his works. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

ISILNN350

Neapolitan Novels: Elena Ferrante's Southern Italy

3 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines.

ISILNN351

Neapolitan Novels: Elena Ferrante's Southern Italy

4 semester credits. This course is centered around Ferrante's four-volume work known as *The Neapolitan Novels: My Brilliant Friend* (2011), *The Story of a New Name* (2012), *Those Who Leave and Those Who Stay* (2013), *The Story of the Lost Child* (2015). Lectures will investigate the multifaceted universe of a friendship between two women, Lila and Lenù, from their childhood to adulthood. It also aims to shed light on the connections between their experiences and Southern Italy's complex history and culture from the post-WWII war years to the present. Through an interdisciplinary approach, the course will examine the protagonists' effort to break out of the circle of extreme poverty, illiteracy, and male violence. Amongst the themes addressed by this course through the study *The Neapolitan Novels*, students will explore issues such as post-war settlement in Italy and in the South, Italy's Southern Question, the Neapolitan Camorra and its influence on the poor, the changing role of women during the Seventies, the "Economic Miracle," terrorism during the "anni di piombo," student movements in the late Sixties, Italian factory strikes throughout the Seventies, and technological advancements for computing machines. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural; because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

ISILTW360

Contemporary Tuscan Writers: Vichi, Nesi, Genovesi - Readings and Cultural Walks

3 semester credits. This course will introduce students to the work of three contemporary Tuscan writers: Marco Vichi, Edoardo Nesi, and Fabio Genovesi, who represent a new generation of novelists whose stories are set in Tuscany. In class, students will

read, analyze, and discuss extracts from selected novels and short stories by these authors. The course will provide students with a general overview of the Italian historical context from the Sixties and Seventies to the present day, and introduce students to the social and political situation in Italy and Tuscany during the related periods. Students will learn about Florentine society during the post-war economic boom, examine the situation of the nearby industrial center of Prato and its textile factories, and experience the atmosphere and the contradictions of Forte dei Marmi, a trendy beach town located on the Tuscan coast. Cultural walks represent an important part of this course. Students will explore Florence and its surroundings and visit a number of locations mentioned in the books covered by the course. This course includes an Italian language component for intermediate language students. During each lesson, students will learn Italian vocabulary and usage relative to the topics discussed in class. The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment. Prerequisites: Two semesters of Italian language or equivalent.

ISILML405

Dante, Petrarca, Boccaccio (In Italian)

3 semester credits. This course focuses on the important trio of fourteenth century Italian literature: Dante Alighieri, Francesco Petrarca, and Giovanni Boccaccio. A major emphasis of study is based on the texts of Dante's *Vita Nuova* and the *Divine Comedy*, Petrarca's *Il Canzoniere*, and Boccaccio's *The Decameron*. All three writers will be discussed in relation to the culture and society of their times. All readings, assignments and exams will be in Italian. Prerequisites: Four semesters of Italian language or equivalent.

ISILCL410

Contemporary Italian Literature (in Italian)

3 semester credits. This course is an introduction to contemporary Italian literature from Neorealism to the present time. Important topics include novels, short stories, essays, and poetry that will be read and discussed. As in all countries of the Western world, the post-war period in Italy was a time of enormous development, upheaval, and change that completely transformed Italian society. The worldwide impact of globalization of the last few decades has introduced economic and cultural challenges in Italy. The aim of the course is to analyze and understand how the process of transformation in Italian society has been reflected in the literary production. All readings, assignments and exams will be in Italian. Prerequisites: Four semesters of Italian language or equivalent.

SCHOOL of Graduate Studies

FUA-AUF graduate studies are offered across several divisions and schools.

PROGRAMS OF STUDY

- 1-year master's degrees
- Two one-year certificate career programs in Culinary Arts and Baking and Pastry are offered to university graduates or working professionals.
- Graduate certificate and courses in the area of international education.
- Graduate coursework in Food and Wine Studies.

Master's Degrees

- Master of Arts in Health and Wellness Studies
- Master of Arts in International Education
- Master of Arts in Organizational Management in International Hospitality
- Master of Arts in Visual Media
- Master of Arts in Fashion Retail, Merchandising, and Media

Complete program curriculum requirements and outcomes can be viewed at: <https://fua.it/Prospective-Students/graduate-programs.html>

For admissions requirements see the master's degree section in the catalog introduction.

FTFMMR610

Advanced Merchandising and Retail Strategies

3 semester credits

Cross-listed from Fashion and Accessory Studies and Technology (FT), Department of Fashion Merchandising

DEPARTMENT of Graduate Experiential Learning

PSPDGC690

Graduate Studies Capstone

3 semester credits

Cross-listed from Professional Studies and Experiential Learning (PS), Department of Portfolio Development

DEPARTMENT of Graduate Topics in Health and Wellness Studies

FWCAMD515

Menu Development

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Culinary Arts

FWDNDS520

Dietetics and Nutrition in the Mediterranean

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Dietetics and Nutrition

FWCARC530

Advanced Italian Restaurant Cooking I Experiential Learning

3 semester credits. This course focuses on developing students approach to professional kitchen organization from all different points of view: HACCP standards, equipment maintenance, food receiving and storing, mise en place settings, accurate plating

style, importance of timing and menu planning for an organized production. Students will be involved in managing the restaurant kitchen acting like chefs de partie under the direct supervision of the Chef Instructor. Special emphasis will be dedicated to understanding concepts like interpretation and revision of typical Italian recipes in order to create and produce menus that represent the evolution of traditional cuisine. Students will apply the previously learned skills to develop balanced menus and will prepare dry and moist marinades, contemporary risotto styles, and complex classical sauces. The course includes three workshops, held during the semester intersessions, to offer a full-immersion in meat butchering and traditional Italian meat cookery, traditional offal cuisine and traditional Italian fresh pasta and related sauces production. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Four semesters of Culinary Arts course work or equivalent. Special note: This course includes mandatory team projects throughout the academic session.

FWCAIG540

Italian Gastronomy: Food and Culture

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Culinary Arts

FWCAMC550

Mediterranean Cuisine and Ingredients Experiential Learning

3 semester credits. For human food not only sustains life but also defines identity in numerous ways. Food is an essential aspect of culture and has an evolution and development that begins with human history. The course offers students an overview of Mediterranean cuisine identifying different macro areas and analyzing them starting from historical and cultural background with special emphasis on the different cuisines of the countries facing the Mediterranean sea, their mutual and external influences, and the traditions they developed during centuries. Students will learn about food in Ancient Mediterranean society and the influence of geography, culture, religions on all the changes involving food and food production. The Course will also include an overview of the cuisines of Sicily, Sardinia, Puglia, Liguria as the most representative examples of the mediterranean diet. Emphasis will be placed on ingredients, flavor profiles, preparations, and representative techniques of the most important mediterranean cuisines. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Culinary Arts majors only.

FWBPAC560

Advanced Chocolate Artistry

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Baking and Pastry

FWBPWC570

Wedding Cakes: Tiered and Themed Decorated Cakes

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Baking and Pastry

FWBPSA570**Sugar Artistry**

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Baking and Pastry

FWBPPI600**Professional Gelato Production**

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Baking and Pastry

FWBPIC620**International Cakes**

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Baking and Pastry

HPSMWM620**Health and Wellness Management**

3 semester credits

Cross-listed from Hospitality (HP), Department of Spa Management

FWCARC630**Advanced Italian Restaurant Cooking II Experiential Learning**

3 semester credits. This course represents the definitive experience for students approaching the world of professional cooking and professionals that want to perfect their skills in contemporary cuisine. The course will provide a deeper insight into the preparation of contemporary dishes and will allow students to put their skills into practice in Italian restaurant settings. Along with learning advanced contemporary cooking techniques, students will manage the kitchen acting as sous chefs on a rotating basis, reporting directly to the Chef instructor and collaborating with the operational organization of the kitchen brigade. Students are asked to organize inventories and food cost control operations, guarantee the regular compilation of HACCP documents and provide an equipment maintenance schedule. The topics covered will include cold smoking application, the use of whipping syphon and contemporary style sauces. Emphasis will be placed on new culinary trends and the developing branch of food pairing in order to broaden students knowledge of flavor combinations thanks to a scientific approach to tastes and flavors. The course includes four workshops, held during the semester intersessions, to offer a full-immersion in specialty fresh pasta production, traditional Italian seafood cuisine, gourmet vegetables cuisine and management of a daily market menu, plus a traditional Italian pastry experience. This course consists of experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Advanced Italian Restaurant Cooking I or equivalent. Special notes: This course includes mandatory team projects throughout the academic session.

FWBPCS630**Professional Chocolate Showpieces**

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Baking and Pastry

SHSSWS630**Integrated Wellness Strategies: Mind-Body Awareness**

3 semester credits

Cross-listed from Sports and Health Sciences (SH), Department of Sports Sciences

FWBPBP650**Master Italian Pastry Arts I Experiential Learning**

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Baking and Pastry

FWBPBP655**Master Italian Pastry Arts II Experiential Learning**

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Baking and Pastry

FWCAGM661**Cold Kitchen and the Art of Plating: Contemporary Garde Manger I**

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Culinary Arts

FWCAPK670**Italian Product Knowledge**

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Culinary Arts

FWBPRD670**Creative Recipe Development and Production**

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Baking and Pastry

FWCALC683**Italian La Carte Cuisine Experiential Learning**

3 semester credits. This course focuses on specific aspects of traditional Italian food preparations. Italian cuisine is characterized by regional recipe styles that are deeply rooted in the availability of local ingredients and diverse cultures and influences ranging from the north to south that have developed over the centuries. Despite the varying influences and differences, we can define general guidelines that some preparations have in common and at same time compare similar recipes to understand the reasons for divergence according to the areas of Italy. Special emphasis will be placed on seafood cuisine specialties, deep-frying methods, the use of bread in traditional cuisine, as well as the comparison of recipes related to important celebrations (such as stuffed roasts, timballi or savory pies) and everyday specialties. Local cuisines will be analyzed in order to better understand the origins and features of specific dishes and their role in Italian gastronomic traditions. The traditional *cucina povera* will be described and compared to preparations that once were symbols of the aristocratic society. Students will be introduced to these local creations through hands-on experience, tastings, and the composition of traditional menus for Friday à la carte special projects at Ganzo. Prerequisites: Culinary Arts majors only.

FWBPEN690**Entremets Experiential Learning**

3 semester credits

Cross-listed from Food and Wine Studies (FW), Department of Baking and Pastry

DEPARTMENT of Graduate Topics In International Education**LAPYEL550****Ethics, Leadership, and Entrepreneurship**

3 semester credits

Cross-listed from Liberal Arts (LA), Department of Psychology

LAIERM560

Research Methodologies for International Educators

3 semester credits. This graduate-level course develops previous studies on academic research methods to prepare instructors in the application of research to teaching undergraduate students in an international environment. Research methodologies will be regarded as an essential tool in the implementation of effective teaching in both multicultural classrooms and contexts where students need to establish an effective relationship local resources for the successful experience of an internationally-based study curriculum. The course will begin with an examination of how the instructional literacy of instructors can be enhanced through cross-cultural research approaches. Building on the topics introduced in the Strategies for Effective Teaching in International Education course for learning and student management, the research methodologies course focuses specifically on familiarization with local institutions and resource systems in the effort to create relevant connections between the cultural integration component of international education and the academic resources offered by a local community. Field learning visits to local institutions, discussions on how research methods can be applied to diverse categories of undergraduate courses, gaining leadership competency in guiding students through research abroad, and specific case students of how research contributes to the overall learning community of a campus will be addressed throughout the duration of the course. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

LAIIEP600

Innovative Practices and Technology in International Education

3 semester credits. The scope of this graduate-level course is to present new teaching methodologies made possible by a global network and the growing availability of fast and powerful communication devices. Recent technology advancements made available a range of new teaching media, for example thematic easily accessible and manageable databases, powerful graphic systems allowing HD or UHD videos and student interaction and manipulation of 3D objects such as artistic human artifacts (sculptures, paintings, etc.) or items related to the natural sciences (molecules, body parts, etc.). Connectivity available almost anywhere reduces the dependence of coursework solely in building facilities, allowing for field experiences (museums, city walks), advanced hardware and software to share course materials in the form of interactive whiteboards where instructors and students can work at the same time from any location, and widespread portable devices (smartphones, tablets) for interactive visual platforms. A major focus of the course will be on the instant and dynamic accessibility to culture and current events as opposed to the static approaches of the past. In order to make the most of these new tools, an instructor has to understand their technology and master the new ways of interactions with the students, including the participation of field experts in moderated discussion settings. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

LAIIEET610

Strategies for Effective Teaching in International Education Experiential Learning

3 semester credits. This graduate-level course is aimed at students who are willing to engage in a career in the field of international education, and who wish to acquire relevant perspectives and skills to teach classes to an international audience, both abroad and in their home country. The course will provide a theoretical background on most up-to-date and engaging teaching strategies to address a multicultural class, as well as a hands-on case-study based framework of elements of reference to build effective and stimulating teaching situations, with consistent reference to both didactic and educational objectives of a course. This course is made unique due to its connection with the three main educational assets implemented as core educational values by FUA-AUF: cultural integration, community engagement, and experiential learning. Experiential learning at FUA-AUF rethinks the concepts of the classroom and field experiences as related rather than distinct environments. The classroom is an on-going environment that extends beyond the physical spaces of lecture halls and laboratories; classroom learning is applied to the outer world. Field experiences must be rooted in academic contexts and give back to classroom learning a wider perspective of taught knowledge. Experiential learning is an active and lasting contribution, based on cultural integration, of international student perspectives to the local culture, and vice versa. Outreach and collaboration with the community increase awareness and expand an engaged knowledge of the local territory. Therefore, FUA-AUF offers a unique learning model that allows students to benefit from an all-encompassing educational experience based on theory and practice applied to real-life situations while learning comprehensive operational processes, problem-solving strategies, and leadership and management skills. Course topics provide a theoretical framework for engaging teaching strategies for the multicultural classroom. Hands-on approaches and case studies of effective and stimulating teaching situations will be covered, with consistent reference to the didactic objective of a course. The course is unique for the exploration of FUA-AUF's approach to experiential learning: experiential learning (EL), field learning (FL), and service learning (SL). Cultural integration through outreach and collaboration with the community encourages an active exchange between student and local perspectives as an important basis for an active contribution of EL-FL-SL in the learning path. Participants of this course will learn how the teaching experience represents one

of the many components of the overall study abroad experience in order to acquire the necessary expertise to manage international learning environments in a dynamic and community-g geared context of cultural integration. This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. In addition to regular lecture hours, students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

LAIECI615

Comparative International Education and Student Diversity

3 semester credits. This graduate-level course involves participating students in a comparative analysis of educational systems worldwide and the growing diversity of students within them. Initial topics will begin with an in-depth review of higher education systems around the world, and how they align and diverge from each other in educational practice and degree completion. Educational theory, policy, and legislation in diverse contexts will be examined, with a particular focus on the US and the EU, as well as the role of education and educational policy and how they translate into real life issues of social justice, human rights, and global citizenship. As the course progresses into the how international education is implemented and comes into contact with its beneficiaries, i.e. the student population, topics will address the impact of diversity and multiculturalism on higher education campuses and classrooms. Students will be challenged to reflect on the ultimate question of whether systems are effectively accommodating the diverse student populations that they serve, and how the rapid pace of world change will affect the needs of both. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

LAIESJ620

Social Justice in International Contexts

3 semester credits

Cross-listed from Liberal Arts (LA), Department of International Education

LAIEAE630

Advanced English for International Educators

3 semester credits. This graduate-level course is aimed at high-intermediate to advanced proficiency non-native English speakers in the field of International Higher Education and Instruction. It is geared towards teaching professionals who seek to improve their communicative abilities in English, providing them with language building strategies which can be employed beyond the classroom. Through a content- and task-based approach to language learning, participants enrolled in this course will develop and advance all four language skills - speaking, listening, reading, writing –within the context of the international and multicultural classroom. The objectives of this course are multifold, with particular focus on pronunciation, acquisition of field-related vocabulary, and effective oral delivery techniques. Individuals enrolled in the course will apply language skills to real-life tasks related to the teaching profession, including the development of a course syllabus in English, student-led class discussions, and lectures. Students will be asked to assess themselves as well as their peers and to provide constructive feedback in order to identify key areas for improvement. Content-based language learning involves the acquisition of language through relevant, engaging contexts. Each lesson will focus on a different topic or content related to the world of academics. This approach to language learning requires active student participation in classroom activities and discussions. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

LAIEIL640

Teaching Methodologies for Italian Language Instruction

3 semester credits. This graduate-level course is designed for international instructors of the Italian language. It covers advanced modules of Italian grammar, language, and linguistic and explores some of the most up-to-date teaching strategies in the field of language studies. The course also includes a cultural and experiential learning module. The module's aim is to provide further teaching, methodological, and experiential best practices to Italian studies educators and language instructors by utilizing international perspectives and taking into account the ongoing evolution of language and society. At the end of the course, participants will be able to design, deliver, and assess (Italian language) lessons and courses through advanced didactic,

methodological, and pedagogical tools. The course is taught entirely in Italian. Prerequisites: Successful completion of an undergraduate degree is required for this course. An upper-intermediate/advanced proficiency level of Italian is required.

DEPARTMENT of Organizational Management and International Hospitality

HPHTCT501

Cultural Tourism

3 semester credits

Cross-listed from Hospitality (HP), Department of Hospitality and Tourism Management

BUMAGB615

Managing in the Global Business Environment

3 semester credits

Cross-listed from International School of Business (BU), Department of Management

BUMAIB620

International Brand Management and Strategies

3 semester credits

Cross-listed from International School of Business (BU), Department of Management

BUAFFS620

Operational and Financial Strategies

3 semester credits

Cross-listed from International School of Business (BU), Department of Accounting and Finance

BUMKMR630

Marketing Research for New Product Development

3 semester credits

Cross-listed from International School of Business (BU), Department of Marketing

BUMAEM630

E-Commerce Management

3 semester credits

Cross-listed from International School of Business (BU), Department of Management

BUMHR630

International Human Resource Management

3 semester credits

Cross-listed from International School of Business (BU), Department of Management

HPHTCL650

Customer Loyalty and Engagement

3 semester credits

Cross-listed from Hospitality (HP), Department of Hospitality and Tourism Management

DEPARTMENT of Visual Media

DIDMDC610

Digital Communication Strategies

3 semester credits

Cross-listed from Digital Imaging and Visual Arts (DI), Department of Digital Media

DIVCUX620

User Experience and Interaction Design

3 semester credits

Cross-listed from Digital Imaging and Visual Arts (DI), Department of Visual Communication

DIVCED630

Editorial Design Strategies

3 semester credits

Cross-listed from Digital Imaging and Visual Arts (DI), Department of Visual Communication

DIVCID650

Information Design and Visualization

3 semester credits

Cross-listed from Digital Imaging and Visual Arts (DI), Department of Visual Communication