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ABOUT FUA

Florence University of the Arts is an Italian Institute of Higher Education accredited (Accreditation nu. Fl0229 D.D. n. 373 / 06/02/2009) 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 is also reviewed yearly for European quality certification (Certified by IMQ S.p.A. UNI ENI ISO 9001:2008 Cert. N. 9175.FLRU).

Furthermore, FUA 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’s School of Record, the University of South Florida (USF).

Given the range of academic study, FUA is organized since its inception along the lines of a US-style higher education institution with instruction in English language and processes and structure with a university 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:

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PALAZZI & COMMUNITY ENGAGEMENT MEMBER INSTITUTIONS

The term "PALAZZI" means palaces and is used within the FUA 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 FUA CEMI and 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 education is the collaboration and exchange between academic departments and Palazzi’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. 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.

CCIS the Center for Cultural and Italian Studies is located at sQuola. Its efforts are focused on promoting cultural Italian studies through cultural activities, projects, and an annual interdisciplinary conference in conjunction with SUNY Stony Brook.

CORRIDOIO FIORENTINO is the photography and design gallery located at DIVA and IDEAS that features the works of international photographers as well as of the faculty/student body.

F_AIR, Florence Artist in Residence at FUA’s School of Fine Arts is a space for contemporary art in Florence. The facility features a public art gallery and the artist in residence program. The resident artist is directly involved in the instruction at the School of Fine Arts while he/she works on a solo exhibition.

FEDORA is the school pastry shop open to the community and operated by the students and faculty of the Apicius Baking and Pastry department.

FLY Fashion Loves You is the school retail store operated by FAST, which features emerging designers, high quality vintage, consignment, and student work.

GANZO is the Apicius school restaurant open to the community and offers fine dining, art shows, and special events. It is operated by the culinary, wine, and hospitality students and faculty of Apicius.

GREENMAPPED SERVICE LEARNING is ISB’s initiative for integrating students within local economies. It involves projects such as implementing service learning components to academics and professional experiences beyond the classroom.

INGORDA for Florence Campus Publishing at the J School operates the publishing projects and products of FUA. It is specialized in volumes on gastronomy, travel, culture, and textbooks. Ingorda is involved in FUA’s publishing projects involving students.
CATALOG 9

FUA MISSION

VISION
FUA 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.

MISSION
FUA is a multidisciplinary institution that seeks to offer dynamic possibilities of study through a rich selection of academic institutions and departments. FUA unites communities, nationalities, compelling projects, and studies capable of shaping the cultural landscape of Florence.

FUA 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 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 believes that through critical analysis and evaluation of own cultural norms and values in relation to those held by others, FUA 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 and their specific departments and courses. An academic structure based on lectures, workshops, seminars, and laboratories that promote student learning and creation.

Qualities 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

The following international institutions are associated/affiliated with Florence University of the Arts, granting in most cases direct acceptance of credits:

Adelphi University
American Hospitality Academy - PHILIPPINES
Antalya Cookery & Culinary Art Academy (MSA) - TURKEY
Arkansas State University
Austin Community College
Bernard Lievegoed College for Liberal Arts - NETHERLANDS
California State Polytechnic University, Pomona
Central Michigan University
Centre Universitario Belas Artes de Sao Paulo - BRAZIL
Centre Universitario Feenale - BRAZIL
Christopher Newport University
College of Mount Saint Vincent
Contra Costa Community College
Columbus State University
Culinary Institute of Charleston
Dayeh University - TAIWAN
Diablo Valley College
Dundee College - SCOTLAND
Eastern Illinois University
Endicott College
Fairfield University
Fairleigh Dickinson University
Fairmont State University
Farmingdale State University (SUNY)
Florida International University
Fundacao Armando Alvares Penteado - BRAZIL
Fundacion Universidade Empresarial Siglo 21 - ARGENTINA
Grand Valley State University
Greenville Technical College
Guangdong Pharmaceutical University - CHINA
Gyeongju University - SOUTH KOREA
Hanyang Cyber University - SOUTH KOREA
Hubei Institute of Fine Arts (HIFA) - CHINA
The Humber College Institute of Technology and Advanced Learning - CANADA
Indiana State University
Istanbul Ayvansaray University - TURKEY
Instituto Culinario Danieli - MEXICO
Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) - MEXICO
Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO) - MEXICO
Jacksonville University / IEP
Johnson County Community College
Johnson & Wales University
Kenai Peninsula College (UAA extension campus)
Keuka College
Kodiak College (UAA extension campus)
Lake Land College
Lynn University
Marian University
Matanzas-Susitna College (UAA extension campus)
Metropolitan State University of Denver
Middlesex County College
Milwaukee Area Technical College (MATC)
Milwaukee School of Engineering
Minnesota College of Art and Design
Monroe Community College
National Kaohsiung University of Hospitality and Tourism (NKUHT) - TAIWAN
New Jersey City University
New Mexico State University
New York City College of Technology
Northern Essex Community College
Northwood University
Okan University - TURKEY
Pace University
Paul Smith’s College
The Pennsylvania State University, School of Hospitality Management
Pierpont Community and Technical College
Point Park University
Politecnico Grancolombiano - COLOMBIA
Pontificia Universidad Catolica de Arequipa - PERU
Prince William Sound Community College (UAA EXTENSION CAMPUS)
Purdue University Calumet
Purdue University West Lafayette
Queens College (CUNY)
Robert Morris University
Rutgers, The State University of New Jersey
San Jose State University
Seattle Pacific University
Seoul Mode Fashion College - SOUTH KOREA
Silver Mountain School of Hotel Management - NEPAL
South Seattle Community College
Southern New Hampshire University
Southwest Minnesota State University
St. Joseph’s College
Stony Brook University (SUNY)
Suffolk Community College (SUNY)
Susquehanna University
Syracuse University
Tompkins Cortland Community College (SUNY)
Transylvania University
Trident Technical College
ULBRA Universidade Luterana Do Brasil - BRAZIL
Universidad Anahuac Mayab - MEXICO
Universidad Anahuac Norte - MEXICO
Universidad Anahuac Queretaro MEXICO
Universidad Marista de México
Universidad de Cuenca (UDC) - ECUADOR
Universidad de los Hemisferios (UDHL) - ECUADOR
Universidad del Turabo - PUERTO RICO
Universidade do Vale do Itajaí - BRAZIL
Universidade Panamericana - MEXICO
Universidade Presbiteriana Mackenzie - BRAZIL
Universidad San Ignacio de Loyola - PERU
Universidad tec Milenio - MEXICO
Universidad Veiga de Almeida - BRAZIL
University of Alabama Anchorage
The University of Akron
University of Central Florida
University of Florida
University of Memphis
University of Missouri (MIZZOU)
University of the Philippines Diliman - PHILIPPINES
University of San Diego
University of South Florida*
University of Southern Maine
Utica College
ViaModa Industrial University - POLAND
Washington State University
Washtenaw Community College
Western Connecticut State University
Westfield State University

*Note: FUA has direct transfers agreements with University of South Florida.

8 FUA FLORENCE UNIVERSITY OF THE ARTS
**PROGRAMS OF STUDY**

**FLORENCE UNIVERSITY OF THE ARTS** offers undergraduate, graduate, and special and enrichment programs. Each academic season, over 200 different courses are held at the FUA 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 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 programs provide a comprehensive general education foundation and a focused major course of study.
- 2+1 degree programs are held in collaboration with Southern New Hampshire University, which awards a bachelor's degree upon completion of the program.
- Career programs feature 1 to 2-year intensive programs that prepare students for career transitions and entry into new fields.
- Study abroad programs allow for short and longer-term study at FUA as part of a student's international experience while studying at a home university or individually.

**Graduate programs**
- Two semester-based career programs in Italian cuisine (1 year) and International Baking and Pastry (1 semester) are offered to university graduates or working professionals.
- Graduate certificate and courses in the area of international education.
- Graduate coursework in organizational management and food and wine studies.

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

**Please see ADMISSIONS & TUITION BENEFITS for admissions requirements.**

**UNDERGRADUATE 4-YEAR PROGRAMS**

The 4-Year Study Curricula at FUA offers programs that consist of a minimum of 120 credits hours including a major field and the distribution requirements listed below.

**Hospitality Management**
Concentrations in: International Hotel and Tourism Management / Culinary Arts and Food Service Management.

**Digital Publishing & Communication**
Concentrations in: Digital Media / E-Publishing / Visual Communication

**Cultural Studies**
Concentrations in: Art History / Fine Arts

**Tuition Guarantee**
In order to facilitate student planning and budgeting, Florence University of the Arts assures the 2018-2019 Tuition rate for the duration of the students' course of study. Students must maintain full time status and remain in good financial, academic, and disciplinary standing to retain this above pricing.
3+1 UNDERGRADUATE DEGREE PROGRAMS IN COLLABORATION WITH SOUTHERN NEW HAMPSHIRE UNIVERSITY

The 3+1 bachelor’s degree program is designed for students to complete at least 90 credits (typically three years) with FUA and 30-33 credits (typically one year) either online or on-site through SNHU. The final degree is awarded by SNHU.

Degrees offered
Bachelor of Business Administration
Areas of study*: Culinary Arts and Food Service Management / Management for the Hospitality and Tourism Industry
* Please note that the areas of study are not listed on the degree.

Bachelor of Arts in Communication and Interactive Digital Media
Program concentrations: Digital Media / E-Publishing / Visual Communication

Bachelor of Arts in Cultural Studies
Program concentrations: Art History / Fine Arts

About SNHU
Southern New Hampshire University is located in Manchester, NH. SNHU is accredited by:
- New England Association of Schools and Colleges
- Accreditation Council for Business Schools and Programs
- European Council for Business Education
- Accreditation Commission for Programs in Hospitality Administration North American Society for Sport Management
- www.snhu.edu

CAREER PROGRAMS
(Undergraduate level)
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 offers the following types of Career Programs.

One-Year Career Programs: two academic levels equivalent to a standard academic year.
Two-Year Career Programs: four academic levels, equivalent to two standard academic years.

Career programs may be taken for one season (fall, spring, summer) or one to two years. All Career programs require at least two successfully completed levels for certification.

APICIUS
International School of Hospitality
One Year: Baking and Pastry, Culinary Arts, Wine Expertise, Hospitality Management
Two Years: Culinary Arts, Hospitality Management
Post-graduate: 1-year Master in Italian Cuisine, 1-semester Master in International Baking and Pastry (see Career Programs brochure for specific requirements)
Special career programs: 1 or 4-week TuttoToscana program Florence-NYC (James Beard Foundation).

DIVA
Digital Imaging Visual Arts
Two Years: Visual Communication, and Photography

FAST
Fashion and Accessory and Technology
Two Years: Accessory Design and Technology, Fashion Design and Technology

IDEAS
Interior Design, Environmental Architecture and Sustainability
Two Years: Eco-Sustainable Design, Luxury Design

J SCHOOL
School of Journalism, Communication And Publishing
One Year: Publishing

UNDERGRADUATE STUDY ABROAD PROGRAMS
Studying abroad at FUA offers flexible options throughout the year. The following sessions are held at our campuses in Florence:

Semester/Year
15-week fall and spring semesters
12-week summer semester

Short/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 fua.it/Academics/academic-schedule.html

Academic calendars with study abroad dates can be consulted at the link 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. Students who wish to earn credits in addition to the regular load per session must receive approval from their home institution.

FUA courses may be transferred to other higher institutions through credit awarded by FUA’s School of Record. Please inquire for more details.

The study abroad brochure is available for further details.

GRADUATE PROGRAMS
Master in International Baking and Pastry (Fall Semester)
This semester-long program features 6 academic courses and approximately 400 hours of instruction, lab, and experiential learning hours.

Master in Italian Cuisine (1 Year, 2 Semesters)
This yearlong program offers two semesters, 13 courses, and approximately 800 hours of instruction, lab, and experiential learning hours.

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

Graduate Coursework
Courses from FUA’s School of Graduate Studies also represent the areas of organizational management and topics in 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’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

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 registration 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.

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 short 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.

SEMINARS
Students may select seminars among their course selections if they are majoring in that field of study. They may receive credits upon approval from their home institution. Artists and professionals or individuals form the general public may also enroll in seminars for their own personal enrichment and professional development. Seminars do not count towards the minimum credits required to enroll for any given session.

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 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 during the pre-arrival course registration period before arrival in Florence. The final phase takes place upon arrival in Florence: Fall and Spring semesters: a final registration period takes place during the first week of the semester. 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. Please note: For Field Learning courses and school kits is communicated prior to student arrival in Florence.

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 enrolled through home institutions and providers are responsible for requesting courses for which the home institution will grant credits.
- Students may not drop the following courses: Independent Studies (or courses that will run as Independent Studies) or Internships.
- Semester (Fall/Spring) course loads may not drop below 12 credits. If a student wishes to increase the credit load beyond 15 semester credits, approval must be obtained from the home institution.
- 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 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.

WITHDRAWAL
Any voluntary withdrawal after classes have begun must be officially registered. Students must fill out the required form and return it to the Admissions Office.

Generally, students may withdraw from a course any time before the ninth lesson as per the withdrawal policy stated above. Withdrawals after that time frame generally result in a grade of “W” - late withdrawal which can negatively impact a students academic records or GPA.

An “Incomplete” may be issued for extenuating non-academic circumstances (serious illness, hospitalization, death in the immediate family) arising after the deadline for course withdrawal has passed. An Incomplete status cannot be granted for requests made during lessons 1-8 of the course; if requested from lesson 9 onwards the student must have 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 be in satisfactory academic standing of C- or better. Once the incomplete status request is approved for extenuating circumstances by the Academic Senate, the student may continue to follow coursework through the MyFUA course site(s) and take the exam(s) proctored by his or her home university on the same day the exam is scheduled in Florence. In some cases, such as laboratory and language courses, as well as with visits and classes comprised of on-site instruction, attendance may be compulsory and therefore incompatible with off-campus course completion.

In the case of non-extenuating circumstances presented to the Academic Senate, FUA will release a transcript of coursework completed in Florence. The document will indicate a transcript release due to a late withdrawal.

Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15
---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---
Status | Students may request a Withdrawal (W). | An Incomplete status may be requested if at least 50% of coursework has been completed. | Any withdrawal request results in a Withdrawal/Failure (WF).

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

FUA 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 may discontinue courses and make changes to the courses offering.
MYFUA ONLINE PORTAL FOR STUDENTS

FUA 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 FUA 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 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 POLICY FOR CONTACT / CREDIT HOURS

FUA Unit of Credit

One (1) contact hour is defined as 50 minutes of contact time. 1 Credit approximately corresponds to 2 ECTS credits. The unit of credit used at FUA is the semester hour. 1 credit represents completion of one academic hour class period per week for one semester. FUA generally expects two hours of student preparation for every hour in class.

Contact hour relationship

1. Lecture, Seminar, Quiz, Discussion
   A semester credit hour is earned for 15 academic hour sessions of classroom instruction with a normal expectation of two hours of outside study for each class session.

   2. Activity supervised as a Group (Field Learning, Internship, Experimental Learning, Service Learning)
      A semester credit hour is awarded for the equivalent of 15 periods of such activity according to the following criteria:
      - Field Learning: Service Learning - 30 academic hours per credit
      - Internship: 40 academic hours per credit
      - Experiential Learning, Community Service - 50 academic hours per credit
      - Supervised Individual Activity (Independent Study)
      One credit of independent study (defined as study given initial guidance, criticism, review and final evaluation of student performance by a faculty member) will be awarded for each equivalent of 15 academic hour of student academic activity.

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

RELIGIOUS HOLIDAYS

Only official Italian state holidays are recognized.

TEXTBOOKS

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

MUSEUM/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 SYSTEM

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>B+</td>
<td>87-89</td>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>B</td>
<td>80-82</td>
<td>B-</td>
<td>77-79</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>B</td>
<td>80-82</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>B-</td>
<td>77-79</td>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>C+</td>
<td>77-79</td>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>C</td>
<td>70-72</td>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>D</td>
<td>60-69</td>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

F / Failure: In the case of failure due to excessive absences the procedure outlined under 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.

Extensions: During the summer sessions NO extensions are conceded for any reason.

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

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 students 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 Academic Senate. Requests should be made in writing and directly to the Academic 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 Academic 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 Academic Senate. For incomplete courses, please see Late Withdrawal.

TRANSCRIPTS

Final transcripts are released by the Admissions Office within 6 weeks of the conclusion of each semester or short session. The transcripts of students who have registered through a US university/college or provider study abroad program will be mailed directly to each program. Transcripts will be withheld from students who have not satisfied their financial obligations with the institution.

School of Record

For students from non-affiliated institutions (see page 5 for list), US credit can be issued through FUA’s School of Record.

RUSH TRANSCRIPTS

FUA transcripts are usually issued within 4-6 weeks upon the conclusion of the academic session. Two official copies are sent via express delivery to the students home institution or provider, or directly to the student in the case of independent enrollment.

FUA’s timetable for issuing formal official transcripts is consistent with the practices of most US universities.

In the event a rush transcript is needed to meet graduation deadlines, FUA can issue an FUA Unofficial Transcript (PDF copy) shortly after all final grades are turned in. Typically this is within two weeks after a semesters close.

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

1. Unofficial Rush Transcript Request

All requests for FUA Rush Transcripts must be made by sending the official form to the FUA Admissions Office. In the case of students enrolled through a home institution or provider, requests must be made directly by an academic advisor or an appropriate administrator. The request should outline the need for an unofficial transcript along with an indication of the home institutions respectively deadlines in terms of the student need for priority processing.

Any request that arrives directly from the student will not be considered.

The Admissions Office will scan and email a copy of the FUA Unofficial Transcript to the student’s home institute or provider. There will be a 25 euro Rush Transcript Fee for this service. Students will receive an Official FUA transcript at a later date according to our standard procedure.

Students who are independently enrolled at FUA must contact the Admissions Office and provide documentation outlining the need for the unofficial transcript.
II. Rush FUA Official Transcript Requests
 Upon request, the Admissions Office can issue and send an Official Transcript in hard copy to the students home university, provider, or provided address.
 For students who request a FUA Rush Transcript (paper copy) there will be a 60 euro Rush Transcript Fee (includes cost of shipping via express courier).

III. School of Record Transcripts
 Please note that our School of Record 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.

GRADE DISPUTES
 FUA 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 instructors written response to the student appeal, are to be forwarded by the instructor to the Academic Office. The Academic Office will refer a blind copy of the relevant material to a nominated Academic Senate. After reviewing all relevant material, the Academic Senate shall make the final decision of grade assignment. The decision is not subject to appeal. The Academic Office will notify all involved parties and, in the case of a grade change, the Admissions Office.

LEARNING AND PHYSICAL DISABILITIES
 FUA is committed to providing all students with a comfortable, productive and non-discriminatory academic environment. Assistance is offered to students who have 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 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 Offices prior to the start of the session of any learning disability they should wish to request accommodation. Notification or documentation of a learning or physical disability may not be submitted once the term has started. FUA 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.

STUDENT RECORD POLICY
 Student records and personal data are kept in accordance with the EU Privacy Directive (EU Directive 95/46/EC, Directive on Protection of Individuals with regard to the Processing of Personal Data and on the Free Movement of such Data) and the Italian Personal Data Protection Code (Legislative Decree no. 196 of June 30, 2003).
 FUA’s adherence to these regulations makes every effort to comply with FERPA privacy requirements in the USA.

ACADEMIC HONESTY AND SCHOOL BEHAVIOR POLICY
 During the first MyFUA portal login, students are required to sign an agreement regarding the FUA 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 entire course in the case of a serious or repeated offense.

STUDENT CONDUCT POLICY
 FUA’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 school, residence or community is prohibited. Damage to or destruction of school, residence or fellow student property is against school 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 school policy and Italian Law. Violators are subject to both disciplinary action by FUA 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 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
 drunkenness and intoxication are unacceptable, regardless of age. The abuse of alcohol by students, on or off campus, is a violation of school 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 school 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 school 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.
Florence University of the Arts is committed to fulfilling its mission and meeting the needs of its community. The study experience at FUA is supported by dedicated offices and departments whose mission is to provide responses, suggest opportunities for personal and professional growth, and to mediate in the event of policy violation. The study experience at FUA is supported by dedicated offices and departments whose mission is to provide responses, suggest opportunities for personal and professional growth, and to mediate in the event of policy violation.

CONFLICT RESOLUTION
Florence University of the Arts is committed to fulfilling its mission and meeting the needs of its community. The study experience at FUA is supported by dedicated offices and departments whose mission is to provide responses, suggest opportunities for personal and professional growth, and to mediate in the event of policy violation. The study experience at FUA is supported by dedicated offices and departments whose mission is to provide responses, suggest opportunities for personal and professional growth, and to mediate in the event of policy violation.

Academic Issues
Academic issues must be brought to the attention of the Academic Office. Some issues may require an evaluation of the FUA Academic 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 Academic 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 (i.e. study abroad provider) should be submitted directly to these persons/parties, and not to FUA. Persons not enrolled in the institution may submit formal complaints in writing to info@fua.it or Florence University of the Arts, 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 Office, or a designated FUA 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. 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 reserves the right to contact student’s provider, or home university and the student’s family to inform them of the violation.

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 Dean of Students 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 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 regulation regarding uniforms, equipment usage, and materials. Examples include courses related to culinary arts, photography, and fine arts. Regulations are provided by each department through course syllabi.

STUDENTS
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’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.

The Student Manual provides information on student life resources, assistance, and activities at FUA 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.

The study experience at FUA is supported by dedicated offices and departments whose mission is to provide responses, suggest opportunities for personal and interpersonal enrichment, and resolve any issues students may encounter in Florence:

- Academic 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.

Please note that all enrolment-related items are handled by the FUA 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.
**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.

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, Connecting Cultures features guided workshops, Community Outreach volunteer opportunities, the Chat Pal language exchange activity in collaboration with native Italian speakers, and the Italian Family Club that allows students to be adopted by an Italian family for cultural exchange.

**Sports Night & the Polestar**: 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’s licensed products of journalism including a monthly newsletter and semesterly magazine.

**Taste Italy**: A series of hands-on workshops such as fresh pasta and gelato in collaboration with the chefs of the culinary arts department.

**City Walks**: Walking excursions designed to broaden the students’ knowledge and appreciate of the city in new neighborhoods within and outside of the city center.

**EFT**: Educational Field Trips department offering one-day and weekend trips 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.

**Corridoio Fiorentino**: Photography and design exhibitions.

**Ganzo**: Lunch and dinner Mon-Fri, Wednesday aperitivo, Aperitart exhibition openings, wine appreciation seminars.

**Fedora**: Open Mon-Fri and features pastries, sandwiches, desserts, and beverages.

**FLY**: Season sales events and final semester exhibitions featuring professional emerging designers are held every academic season.

**Ingorda**: Publisher of Blending periodicals and FUA book publications that are available at the FUA main campus.

**Housing in Florence**
The Housing Office is pleased to assist with the housing arrangement process for students. FUA 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: shared apartments.
- Italian Family Homestays

Please inquire for detailed information on housing.

**Meal Plans**
- Ganzo and Fedora, the Apicibus CEMI, offer meal plans that feature:  
- 5-unit meal plan per week of residency for an FUA 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. Additional meal units and meal plans for the general public can be purchased in Florence.

**ADMISSIONS & TUITION BENEFITS**

**Admissions**
Admissions processes are handled by the FUA Admissions Office. Please refer to the admissions area of the FUA 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 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 Permessio 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: vistaperitalia.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 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).

**Undergraduate Admissions**

4-Year Undergraduate Programs
- Application form and fee: students must submit a completed and signed application form (available at: http://www.fua.it/Admissions/admissions-undergraduate.html along with the application fee.
- Official transcripts: For all undergraduate 4-year programs students are required to submit a complete certified/official high school transcript and diploma completed (a certified English translation might be required). If the student is transferring from another higher education institution a copy of their certified/official transcript and diploma if obtained will be required.
- GPA Requirements: For US and Canadian students wishing to complete their undergraduate Program with FUA, they must meet a minimum required cumulative GPA of 2.75.
- Language proficiency: If an applicant’s first language is not English, he/she must be able to demonstrate oral and written fluency in English. Students must have English language proficiency in order to follow FUA coursework. The suggested levels are B2 with a TOEFL 500 or IELTS 5, OOPT 50+, or equivalent. Working or studying in an English-speaking environment will usually be sufficient to demonstrate an acceptable level of language proficiency.
- Each qualified applicant will be interviewed by an Admissions officer of FUA or their nominee in person, by telephone, or other communication means. The main purpose of the interview is to select motivated applicants with the ability to benefit from a solid commitment to our program. FUA actively encourages applications from students of all ages, gender, ethnic, and/or social background, and from students with disabilities.
- Letters of Recommendation: At least one letter of recommendation must accompany the application. They must be addressed to FUA Admissions Office and sent electronically directly by the reviewer. Letters submitted by the student are not acceptable. The contents of the letter should address the student’s academic ability, potential and what he/she will gain from studying at FUA and in Florence.
- Personal Statements: Applicants must include a personal statement. This letter should help us learn more about the applicant and his/her qualities beyond test scores, grades, and work history.
- Resume/Curriculum Vitae: Applicants can elect to send a Resume/Curriculum Vitae along with their application. This document should reflect the applicant’s work and research history.
- Direct admission to the 4-year programs is granted upon completion of select Career Programs, see specific 4-year program details for further information.

+1 Bachelor Degree Programs (SNHU)
Upon completion of at least 90 credits at FUA, the admissions requirements for the fourth year at SNHU (online or on-campus) are as follows:
- 3.0 GPA
- Language proficiency: 6.5 IELTS or 71 TOEFL IBT. Students with a 6.0 IELTS or 61-71 TOEFL IBT will be required to take ENG 070 and ENG 101 course equivalents in Florence.

**Career Programs**
- Application form and fee
- High school diploma
- Demonstrate English fluency
Admission to non-beginning levels of Career Programs
To enroll in a non-beginning level of a Career Program (such as intermediate or advanced level) students must specify any professional experience in the field of desired Career Program (a minimum of 6 months experience is necessary) and academic transcripts. Students may be additionally asked to:
» Submit a CV and portfolio
» Pass an entry examination upon arrival in Florence
Send an official undergraduate transcript reflecting courses in the field of the desired program along with the grades received in those courses.

Study Abroad Programs
2.75 GPA, English proficiency, high school diploma or equivalent. For grade point averages that do not meet the minimum requirement, please inquire about the Evaluation Procedure for low GPA applicants.
For students from affiliated institutions, the admissions process must be started with the home institution’s international office. For students from non-affiliated institutions, credits may be obtained through FUA’s School of Record.

Graduate Admissions
Master-Level Career Programs
International Baking and Pastry: Applicants must have obtained a bachelor’s degree in pastry arts and/or hospitality and demonstrate at least three years of professional experience. An entrance exam with written and practical components is held at the start of the term. A CV must be submitted along with the application form.
Culinary Arts: Applicants must have obtained a bachelor’s degree in culinary arts and/or hospitality and demonstrate at least three years of professional experience. An entrance exam with written and practical components is held at the start of the term. A CV must be submitted along with the application form.

International Education
The certificate program is open to candidates who have completed a bachelor’s degree from a regionally accredited institution with a minimum 3.0 GPA. Undergraduate students who wish to add a graduate option to their study abroad load may be considered for the courses provided that they are of junior or senior year standing and have a minimum 3.0 GPA.

Tuition Benefits
United States of America:
Tuition Benefits for US Veterans, Department of Veterans Affairs. Search Apicus at: www.benefits.va.gov/gibill/school_locator.asp
Career Program assistance has been approved for US students seeking financial aid. For 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.

Canada:
Manitoba Student Aid Program Funding (FUA Canada Student Loan Institution Code: QPKT)
www.edu.gov.mb.ca/msa/program/funding.html

Europe:
Students from the European Union who are enrolling individually at FUA may apply for a tuition reduction.
The following entities offer scholarships at FUA, please contact them directly for further information:
James Beard Foundation - Apicius Scholarship - www.jamesbeard.org/scholarships
SUNY Stony Brook Scholarship - www.stonybrook.edu/commcms/studyabroad

FUA Scholarships
FUA offers several scholarships in specific study disciplines throughout the year. Our scholarships are an important expression of the mission to provide a dynamic and challenging approach to education abroad - through scholarships, we can share the mission with gifted students seeking financial support to study in Florence. Scholarships are offered on a one-level basis for Career Programs and vary according to the fields of study at FUA.
Offered in Fall Semesters:
LEOPOLDO POLI FAST Accessory Design Scholarship
FAST Fashion Design Scholarship
DIVA Photography Scholarship
Offered in Spring Semesters:
ELISABETTA ESCHINI sQuola Scholarship for Italian Studies
MADGE HUBBARD Scholarship for International Studies
Cody Durbin Scholarship for studies related to Hospitality.

Rules and Regulations
Scholarship application deadlines are three months prior to the start of the academic semester. See individual scholarship pages for more information on specific requirements regarding the application form and the period of study in Florence.
Scholarships are open only to individual enrollments. Each scholarship is designed for a specific semester. If a student cannot attend for any given reason, the scholarship will be assigned to the second runner-up. Scholarships are not reimbursable for any reason whatsoever. If a scholarship holder should terminate or not complete the term of study for any reason including emergencies, he or she may not recuperate the unfulfilled period at a later date.
Scholarship benefits cover tuition only. Housing, living, and extra study expenses (lab fees, textbooks, etc.) must be covered by the scholarship holder.
Scholarship students must be involved and participate in at least 10 weekly hours of Palazzi CEMI-specific activities.
Further information and the application form can requested from the Dean of Students.
Further details may be found at www.fua.it/Admissions/scholarships.html

ALUMNI
FUA’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’s Academic Schools and further subdivided into 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  
    - 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 SERVICES (**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, daytime 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 Lower division graduate studies  
- 600 - 699 Upper division graduate studies  

**Course Numbering Example**

LA AH RA 300 - Renaissance Art in Florence  
The first pair of alpha characters designates the School within FUA:  
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 visible 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 two 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 FUAs School of Fine Arts.

- Ganzo School Restaurant and Creative Learning Lab, the student-operated restaurant and art gallery.
- Fedora School Pastry Shop and Creative Learning Lab, the student-operated pastry shop.

WACS

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

PROGRAMS OF STUDY

- 4-year undergraduate program in hospitality management
- 3+1 Bachelor of Business Administration
- 1 or 2-year career programs
- Study abroad programs, short and long-term (see brochure)
- Post-graduate programs

4-YEAR UNDERGRADUATE PROGRAM IN HOSPITALITY MANAGEMENT

The 4-year curriculum in Hospitality Management equips students for future careers in hospitality and tourism management. The program offers two academic concentrations:

- International Hotel and Tourism Management
- Culinary Arts and Food Service Management.

For admissions requirements see the undergraduate 4-year program section in the catalog introduction. Direct admission to the 4-year program is granted to students who have successfully completed one of the following FUa career programs: 1-year program in Culinary Arts, Wine Studies and Enology, Baking and Pastry, and the 2-year program in Culinary Arts.

Core Curriculum for 4-Year Program (31 credits)

- HPHTH4300 Introduction to Hospitality
- FWSS5650 Food Safety and Sanitation (1 credit)
- FWDNA605 Introduction to Nutrition
- BUMAHR350 Human Resource Management
- HPHTHM350 Hospitality Marketing
- HPFBOM400 Food and Beverage Operations and Management
- HPHTHA400 Hospitality Accounting
- HPFBCS470 Catering Sales and Operations
- HPHTOR480 Organizational Behavior in the Hospitality Industry
- HPFBC532 Cost Control

Capstone Project in the area of Program Concentration (2 credits)

- HPHTFT400 Career Capstone Experience

Internship/Field Experience (12 credits)

All Hospitality Management students must complete an internship in the field of hospitality and tourism industries.

PSINH0450/550/600/610 Internship/Externship in the Hospitality Industry
Concentration Coursework (24 credits)
In addition to the required core courses, students must complete 24 credit hours in one of the two areas of concentration.

Required concentration course work:
- HPHTIM450 International Management for the Hospitality Industry
- HPHTIM460 International Marketing for the Hospitality Industry
- HPHTIN320 International Tourism

Plus 15 credit hours of Hospitality major electives from one of the following departments or Schools:
- Hospitality and Tourism Management
- Hotel and Lodging Management
- International School of Business
- Restaurant, Food, and Beverage Management
- School of Food and Wine Studies

Management for the Hospitality and Tourism Industry
A suggested, representative concentration might include the following specific courses:
- HPHTSL340 Supervision and Leadership in the Hospitality Industry
- HPFBMS300 Front of the House Management
- HPHTC360 The Client - Customer Relation Management
- HPHTSE410 Special Event Management
- HPFLHM340 Hotel Management Operations and Front Office Procedures

Culinary Arts & Food Service Management
A suggested, representative concentration might include the following specific courses:
- FWCARe330 Introduction to Professional Cooking
- FPBPB325 Breads of Italy and Specialty Breads
- FWBPB320 Baking Techniques I
- FWBARC360 Italian Regional Cuisine
- FWWEWA340 Wine Appreciation I

General Education Requirements (42 credits)
Students must successfully complete at least 42 credit hours in approved General Education courses. Courses must be taken in areas outside of the student major to satisfy the General Education requirement of FUA and consistent with General Education component distribution as detailed below:
- English Composition (6 credit hours)
- Humanities (6 credit hours)
- Mathematics (6 credit hours)
- Physical & Biological Sciences (6 credit hours)
- Social & Behavioral Science (6 credit hours)
- Diversity & Intercultural Studies (6 credit hours)
- Italian Language (6 credit hours)

Free Electives (9 credits)
General Free Electives sufficient to reach a minimum of 120 credits.

3+1 BACHELOR OF BUSINESS ADMINISTRATION
The 3+1 program is offered in collaboration with Southern New Hampshire University. Areas of study include Culinary Arts and Food Service Management or Management for the Hospitality and Tourism Industry. Through this transfer program, 90 credits of coursework can be taken the first three years in Florence and the final 30 credits are taken either online or on-campus through SNHU, which grants the bachelor's degree. Please see brochure for details.

CAREER PROGRAMS
Career Programs may be taken for one semester, 1 year, or 2 years. Each year is made up of two levels featuring core courses and optional seminars. For program details see brochure.

ONE-YEAR CAREER PROGRAMS: Baking and Pastry, Culinary Arts, Hospitality Management, Wine Studies and Enology

TWO-YEAR CAREER PROGRAMS: Culinary Arts, Hospitality Management

SPECIAL CAREER PROGRAMS: 1 or 4-week TuttoToscana in collaboration with the James Beard Foundation.

POST-GRADUATE CAREER PROGRAMS: Master in Italian Cuisine, 1-semester Master in International Baking and Pastry

POST-GRADUATE PROGRAMS
The Master in Italian Cuisine, and Master in International Baking and Pastry are open to hospitality graduates or professionals with industry experience.

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

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 were established as a part of the institutions 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 important Italian ingredients. Special attention will be paid to a detailed analysis of DOP and IGP products that are traditionally used in 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 of 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 Italian desserts.

Prerequisites: Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields.

FWBPB320
Baking Techniques I
3 semester credits. Baking Techniques I is the first step of related courses that focus on baking and pastry fundamentals. The course introduces the features and functions of ingredients (eggs, flour, fats, sugar, dairy products), mixing methods, fermentation techniques, and cooking methods. The aim of the course is to give students solid bases in terms of both knowledge and practice for a better understanding of the basic skills necessary for future baking courses. Lessons focus on basic preparations such as pastry doughs, sponge cakes, pâte à choux, egg/butter-based basic creams, custards, and meringues.
FWBPPC360
Cookies and Petit Fours
3 semester credits. This course provides students with the fundamentals of traditional production methods for cookies and petit fours. Topics covered include mixing and assembling methods and related techniques with a complete overview of international classics and Italian traditional cookies. The course will also provide basic information on petit fours, their purpose, and main features.

FWBPGI330
The Art of Gelato and Italian Ice
1 semester credit. This seminar introduces the art of making gelato, Italian-style sorbets, and ice-based desserts. The seminar will introduce the history of gelato, its nutritional composition, as well as how to formulate its flavors. Moreover, the course will discuss display case techniques, decoration, and recipes.

FWBPPS350
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.

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.

FWBPCA450
Chocolate Artistry
3 semester credits. This course will give students the fundamentals of chocolate including ingredient knowledge and basic sculpturing techniques. Students will learn how to temper chocolate, create chocolate bars, apply special molds for pralines, and produce small center pieces. The course will also focus on the use of chocolate to create various ganaches and match them with suitable categories of pralines or desserts. Students will learn how to use traditional and contemporary production methods in creating confections both by hand and by using specialty equipment. Efficient methods to increase productivity in this specialized field will be highlighted.

FWBAPP450
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 glacés, macarons, molecular ice creams, and modernist sponge cakes. 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. Prerequisites: Baking and Pastry majors only.

FWBPBP450
Internship: Baking and Pastry Industry
3 semester credits. Through this placement, students are involved in back and front of the house operations at a local bakery or pastry shop. The hands-on experience is designed to prepare future pastry chefs for the production of pastries, baked goods, and desserts. Emphasis is placed on proper baking techniques, knife and piping skills, and mixing methods. Students will learn how to adjust recipes to produce both products in large volumes and specialty items. Students will also perform front of the house duties 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.

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.

Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe shoes) required. Prerequisites: Italian A1 (breakthrough beginner) recommended. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. Cover letter, CV, and material pertinent to the chosen area, interview. HAACP food safety and sanitation certification.
tarts, soufflés, creams, frozen desserts, and contemporary creations. Both allow students to apply previously learned techniques and produce fried products, tarts, soufflés, creams, frozen desserts, and contemporary creations. Both individual plated desserts and desserts for banquets will be prepared. Students will develop a dessert menu from the perspectives of variety, costs, practicality, and how well the desserts complement the overall menu. This class includes experiential learning with CEMI.

FWBPDRq480
Restaurant and Production Desserts Experiential Learning
3 semester credits. This course covers the preparation and service of hot and cold desserts with a focus on individual portions and the components involved in preparation. Students will learn and improve station organization, timing, and service coordination for restaurant dessert production. The course recipes will allow students to apply previously learned techniques and produce fried products, tarts, soufflés, creams, frozen desserts, and contemporary creations. Both individual plated desserts and desserts for banquets will be prepared. Students will develop a dessert menu from the perspectives of variety, costs, practicality, and how well the desserts complement the overall menu. This course includes experiential learning 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.

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 desserts, and tortes. Glazes and gelées, buttercream, whipped cream, icings, and chocolate and caramel decorations will be explained and practiced to gain confidence with related techniques. Students will experience both classic and contemporary decoration methods ranging from piping skills to the application of specific equipment for royal-icing writing. By the end of the course students will be able to execute decorating and styling techniques and to develop their own personal plating style.

FWBPPT475
Baking Techniques II: Italian Pastry Techniques Experiential Learning
3 semester credits. This course introduces non-yeast, laminated doughs, and the preparation of pastry products using a variety of methods—fattening, blending, creaming, foaming, and thickening. Students will combine these methods in new products, to create savory items and frozen desserts, and use basic finishing methods by applying glazes, filling pastries, creating simple sauces, and presenting products for service. The fundamentals of heat transfer as applied to pastries in the preparation of creams, custards, soufflés, butter creams, meringues, and flavored whipped creams will also be studied. Students will taste and test the products created and will complete a research assignment. Prerequisites: Baking Techniques I or equivalent.

FWBPPT470
Baking Techniques II: Italian Pastry Techniques
3 semester credits. This course is the advanced phase of Baking Technique courses. Students will experience the application of previously learned foundations to a variety of pastry products such as pie doughs, baked custards, and advanced sponge cake recipes. The course introduces a wide range of methods that will be combined for the creation of laminated doughs, soufflés, Bavarian mousses, and pâté à bombe mousses. Students will learn how to use basic finishing methods by applying glazes, filling pastries, creating simple sauces, and presenting products for service.

Prerequisites: Baking Techniques I or equivalent.
production of pastries, baked goods, and desserts. Emphasis is placed on proper baking techniques, knife and piping skills, and mixing methods. Students will learn how to adjust recipes to produce both products in large volumes and specialty items. Students will also perform front of the house duties 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, or shifts that take place on weekends.

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.

Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe shoes) required.

Prerequisites: Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. Cover letter, CV, and material pertinent to the chosen area, interview. HAACP food safety and sanitation certification.

FWBPACG560
Advanced Chocolate Artistry Experiential Learning
3 semester credits. This course focuses on the application of advanced techniques to chocolate modeling. Previously learned skills will be useful to prepare and decorate artistic pralines and showcase sculptures using airbrush coloring, plastic chocolate, flavors, and texture contrast. Emphasis will be placed on the creation of chocolate showpieces ranging from the project to execution and assembly. This course will provide students with an in-depth knowledge of the tools, techniques, and styles used in the decoration and embellishment of chocolate production. This class includes experiential learning with CEMI.

Prerequisites: Chocolate Artistry or equivalent

FWBPWC570
Wedding Cakes: Tiered and Themed Decorated Cakes Experiential Learning
3 semester credits. Students will learn the history and significance of wedding cakes and diverse wedding cake styles. The course will focus on important wedding cake approaches and the techniques needed to create wedding and specialty cakes. Emphasis is placed on developing skills related to decorative ornaments using chocolate, marzipan, sugar, pastillage, and royal icing. Through this course, students will understand the importance of precision and dedication in wedding cake production, and how to use edible materials to create classic, contemporary, and themed decorated cakes. This class includes experiential learning with CEMI.

Prerequisites: For Baking and Pastry majors only.

FWBPP1600
Professional Ice Cream Production Experiential Learning
3 semester credits. This course focuses on professional ice cream production. Through the examination of principal ingredients according to seasonality and Italian dessert traditions, students will learn how to produce, pasteurize, and stabilize ice cream in terms of flavor, texture, and shelf life. Students will be able to apply preparations related to the world of ice cream-based desserts (sherbet, sorbet, granita, gelato, milk shake, frappé, etc.) to service. This class includes experiential learning with CEMI.

Prerequisites: Baking and Pastry majors only.

FWBPIC630
International Cakes Experiential Learning
3 semester credits. This course features the cultural background of classic international desserts. The focus is on acquiring the cultural heritage of pastry techniques and traditions from foreign countries to better understand the origins of worldwide pastry creations. Pavlova, Sacher Torte, Baklava, Black Forest Cake, the original New York Cheesecake, and the Tres Leches cake are a sample of the creations that will be studied throughout this journey of classic international desserts.

This class includes experiential learning with CEMI.

Prerequisites: Baking Techniques I and Baking Techniques II or equivalent

FWBPBP650
Master Italian Pastry Arts I Experiential Learning
3 semester credits. This course will be of capstone importance for Culinary students in order to complete their course of studies with the application of baking and pastry master 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. The course topics are divided into two levels. This class includes experiential learning with CEMI.

Prerequisites: This course is open to culinary students attending Advanced Levels and Master programs.

FWBPBP655
Master Italian Pastry Arts II Experiential Learning
3 semester credits. This course will be of capstone importance for Culinary students in order to complete their course of studies with the application of baking and pastry master 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. The course topics are divided into two levels. This class includes experiential learning with CEMI.

Prerequisites: Master Italian Pastry Arts I or equivalent.

FWBPBP700
Master Italian Pastry Arts Environmental Learning
6 semester credits. This Experiential Learning course will be of capstone importance for Baking and Pastry students in order to complete their course of studies with the application of baking and pastry master 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 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.
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 execute 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.

FWCASC300S
Local Restaurants and Wine Bars: Signature Chefs and Sommeliers
1 semester credit. Through this seminar, students experience firsthand contact with professional figures from the restaurant and wine industry. Professionals representing chef and sommelier backgrounds provide a series of lecture topics covering their personal and professional experiences as well as insight and advice to participating students.

FWCAPC330
Introduction to Professional Cooking
3 semester credits. This course will introduce students to cooking fundamentals and is the first of a three-series course on Professional Cooking. Students will learn classic and basic techniques and their applications. Special emphasis will be placed on methods and procedures as well as sanitation and hygiene. The aim of the course is to provide students with solid foundations in terms of both knowledge and practice for a better understanding of the basic skills necessary for more advanced courses.
This class includes experiential learning with CEMI.

FWCAPC335
Introduction to Professional Cooking Experiential Learning
6 semester credits. This course will introduce students to cooking fundamentals and is the first of a three-series course on Professional Cooking. Students will learn classic and basic techniques and their applications. Special emphasis will be placed on methods and procedures as well as sanitation and hygiene. The aim of the course is to provide students with solid foundations in terms of both knowledge and practice for a better understanding of the basic skills necessary for more advanced courses.
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.

FWCAF340
Tradition of Italian Food I
3 semester credits. This course is the first of a three-course series and focuses on the cultural heritage and ingredients of traditional Italian cuisine. The course offers a survey of culinary origins, structure and flavor, nutritional values, and suitable uses. Students will learn how to use ingredients to prepare Italian dishes. The cooking and preparation methods used in Italian cuisine will be thoroughly covered. The covered topics will be a solid base for students continuing with the intermediate and advanced sections of this course (II & III).
Prerequisites: Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields.

FWCFS340
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.

FWCAHW345
Food, Health, and Wellness in Italy
3 semester credits. Recent decades have represented a dramatic change in the way we approach food. Food facts and information that are constantly updated and the ethics of sustainability have deeply influenced the worldwide awareness of food as the primary source of a healthy lifestyle. Italy has always stood out for its genuine cuisine characterized by fresh seasonal ingredients, 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. Particular emphasis will be placed on seasonality, whole foods, and freshness, and contemporary innovations and traditional customs will be analyzed for the production of dishes and snacks that are both tasty and healthy. Course topics will also introduce students to the fundamentals of nutrition in order to better understand the aphorism "We are what we eat" and how this motto aligns with the Italian culinary tradition. 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 implications. Through hands-on experiences and on-site activities, students will experience the fundamentals of wellness-oriented cuisine and lifestyles.
This class includes experiential learning with CEMI.

FWCAC350
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 new 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-centered 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
3 semester credits. The course focuses on the different aspects of regional food in Italy. Although characterized by unique and distinctive features, Italian cuisine is still perceived as the result of many different regional culinary traditions. Though merged and diluted over centuries, Italian regional cuisine still maintains its particular flavors and distinct ingredients. Emphasis will be placed on how food relates to the lifestyle and culture of diverse macro-areas of Italy. Local economy and resources will be analyzed and compared. Students will be introduced to the various local creations through hands-on practice and tastings.
Prerequisites: Culinary Arts Majors only.

FWCAFS340
Food Styling
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 new 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-engaged 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 theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

Prerequisites: Culinary Arts majors only.

FWCALC440
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 the 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, and preparation 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.

FWCALC420
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 students to become 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: Culinary Arts majors only.

FWCACA450
Internship: Culinary Arts

3 semester credits. Under the supervision of an Executive Chef who manages the operations of the kitchen, students of the culinary arts internship course are involved in the daily operations of the restaurant industry. Line cooks are entry-level kitchen positions that focus on learning technique, speed, and consistency. Interns must be highly motivated and understand proper preparation techniques, become familiarized with recipes to ensure consistency, gain a command of timing in the kitchen, reduce and manage food waste, handle commercial kitchen equipment, and perform duties as directed by the kitchen brigade. This placement may require PM scheduling or shifts that take place on weekends and holidays.

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.

Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe shoes) required.
Prerequisites: Italian A1 (breakthrough beginner) recommended. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. Cover letter, CV, and material pertinent to the chosen area, interview. HAACP food safety and sanitation certification.

FWCACc455
Professional Cooking II: Cooking Techniques Experiential Learning
6 semester credits. The course focuses on the techniques and cooking methods applied in the professional kitchen; ingredients will be examined for their features and unique traits. Special emphasis will be placed on ingredient structure and cooking methods. Students will analyze a significant selection of meats and fish. Butchering and fish filleting skills will be covered. Ingredient handling and storing, suitable cooking methods, ingredient pairing, and an introduction to food presentation and plating will be addressed.

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 student progress, 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.

FWCAMc460S
Kitchen Management and Brigade
1 semester credit. The kitchen brigade is the chain of command that divides the kitchen into areas of specialization and responsibility. Acquiring knowledge of brigade development and duties of each department, or parti, will aid professional cooks in finding their place within the professional kitchen. Terminology, roles, duties, management, and supervision will be covered.

FWSPC470
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 at Ganzo, the school restaurant. Under the supervision of an Executive Chef who manages the operations of the kitchen, culinary arts experiential learning students are involved in the daily operations of the restaurant industry. Line cooks are entry-level kitchen positions that focus on learning techniques, procedures, and consistency. Students must be highly motivated and understand proper preparation techniques, become familiarized with recipes to ensure consistency, gain a command of timing in the kitchen, reduce and manage food waste, handle commercial kitchen equipment, and perform duties as directed by the kitchen brigade. This placement may require PM scheduling or shifts that take place on weekends and holidays.

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 student performance through observation and feedback, 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.

FWCACc500
Worldwide Cuisine Experiential Learning
3 semester credits. This course focuses on important foreign cuisines outside of the Mediterranean area and is meant to teach students how the influence of local cultures affects food preparation techniques and dishes in important cultural macro areas. Students will experience food preparation based on the customs and heritage of diverse cultures. The ingredients used in the preparation of the dishes, along with their origin and diffusion, will be the highlights of the course. The aim is to show how the environment and external cultural influences have a strong impact on local cuisines.

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.

FWCACc502
Professional Cooking II: Italian Creative Cuisine and Decoration Experiential Learning
3 semester credits. This course focuses on the techniques and cooking methods applied in the professional kitchen; ingredients will be examined for their features and unique traits. Special emphasis will be placed on ingredient structure and cooking methods. Students will analyze a significant selection of meats and fish. Butchering and fish filleting skills will be covered. Ingredient handling and storing, suitable cooking methods, ingredient pairing, and an introduction to food presentation and plating will be addressed.

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.

FWCACc506
Professional Cooking III: Italian Creative Cuisine and Decoration Experiential Learning
3 semester credits. This course focuses on advanced students with the fundamentals of kitchen organization, menu composition, plating, and decoration. Upon completion of the first and second levels of Italian traditional ingredients, regional cooking, and cooking techniques, students will apply these concepts to the production of complete dishes. The course will develop skills in recipe elaboration and in building ingredient pairings according to the heritage of Italian traditions. Restaurant production is scheduled as an integral part of the course. This class includes experiential learning with CEMI.

Prerequisites: Professional Cooking II: Cooking Techniques or equivalent.

FWACWc480
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 gain an understanding 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.

FWCACc508
Worldwide Cuisine Experiential Learning
3 semester credits. This course focuses on important foreign cuisines outside of the Mediterranean area and is meant to teach students how the influence of local cultures affects food preparation techniques and dishes in important cultural macro areas. Students will experience food preparation based on the customs and heritage of diverse cultures. The ingredients used in the preparation of the dishes, along with their origin and diffusion, will be the highlights of the course. The aim is to show how the environment and external cultural influences have a strong impact on local cuisines.

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.

FWCACc510
Professional Cooking III: Italian Creative Cuisine and Decoration Experiential Learning
3 semester credits. This course focuses on advanced students with the fundamentals of kitchen organization, menu composition, plating, and decoration. Upon completion of the first and second levels of Italian traditional ingredients, regional cooking, and cooking techniques, students will apply these concepts to the production of complete dishes. The course will develop skills in recipe elaboration and in building ingredient pairings according to the heritage of Italian traditions. Restaurant production is scheduled as an integral part of the course. This class includes experiential learning with CEMI.

Prerequisites: Professional Cooking II: Cooking Techniques or equivalent.
FWCATF503
Tradition of Italian Food III: The Evolution of Italian Tradition
3 semester credits. The survey of the representative Italian ingredients continues as well as a thorough analysis and application to Italian cuisine. The aim of this course is also to give students a complete overview of Italian culinary evolution through the knowledge of XIX and XX century cultural influences such as Futurism, nouvelle cuisine, and contemporary innovation. This course aids students in understanding the current Italian culinary trends as a continuous evolution of the regional cooking traditions. The course will include an overview of the styles and contributions of major Italian chefs. Students will learn how to compose a menu in order to express a distinct 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 II or equivalent.

FWCACCS503
Professional Cooking III: Italian Creative Cuisine and Decoration Experiential Learning
6 semester credits. This course provides advanced students with the fundamentals of kitchen organization, menu composition, plating, and decoration. Upon completion of the first and second levels of Italian traditional ingredients, regional cooking, and cooking techniques, students will apply these concepts to the production of complete dishes. The course will develop skills in recipe elaboration and in building ingredient pairings according to the heritage of Italian traditions. Restaurant production is scheduled as an integral 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: Professional Cooking II: Cooking Techniques or equivalent.

FWCAVSC504
Cooking Light
3 semester credits. Recent decades of food service have been characterized by a gradual and 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 also become 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 some of the foundations of contemporary chefs. 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 class includes experiential learning with CEMI.

FWCANCS505
Nutritional Cooking
3 semester credits. The course offers a survey and classification of macro and micro nutrients for the development and analysis of nutritionally balanced meals. Students will learn the fundamentals of metabolism and digestion to apply nutritional concepts to a wide variety of ingredients utilized in satisfying dishes that respect nutritional values. Emphasis will be placed on the analysis of special dietary requirements depending on special dietary needs or ethical choices. Raw foodism, vegetarian and vegan diets, as well as alternatives to guarantee a balanced nutritional intake will be thoroughly covered. The course provides students with the tools to design meals on a seasonal basis following the principles of healthy cooking. This class includes experiential learning with CEMI.

FWCAPC506
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 develop 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.
Prerequisites: Apicius Culinary Arts Level 3 coursework or equivalent.

FWCAPC507
Precision Cooking and Texture Development: Temperature Application
1 semester credit. 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 develop their creativity in order to reach new and sometimes unexpected results. Course content 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.
Prerequisites: Apicius Culinary Arts Level 3 coursework or equivalent.

FWCAPC508
Precision Cooking and Texture Development: Gels and Thickening Agents
1 semester credit. 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 develop their creativity in order to reach new and sometimes unexpected results. Course content 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.
Prerequisites: Apicius Culinary Arts Level 3 coursework or equivalent.

FWCAPC509
Precision Cooking and Texture Development: Gases and Air-Based Preparations
1 semester credit. 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 develop their creativity in order to reach new and sometimes unexpected results. Course
content 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.

Prerequisites: Apicius Culinary Arts Level 3 coursework or equivalent.

FWCWC530
Worldwide Cuisine Experiential Learning
6 semester credits. This course focuses on important foreign cuisines outside of the Mediterranean area and is meant to teach students how the influence of local cultures affected food preparation techniques and dishes in important cultural macro areas. Students will experience food preparation based on the customs and heritage of diverse cultures. The ingredients used in the preparation of the dishes, along with their origin and diffusion, will be the highlights of the course. The aim is to show how the environment and external cultural influences have a strong impact on local cuisines.

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.

FWCAMS515
Menu Development
3 semester credits. This course focuses on the fundamental role of the menu for food service establishments. Menus will be analyzed both as organization tools and a tool of communication. The goal of the course is to analyze all factors that contribute to the successful menu planning, from the visual aspects to cost control. Field experience will have a fundamental importance for the understanding of course topics and students will be involved in menu planning starting from an overview of local restaurant menu content and applying acquired information to the development of menus that will be operating at GANZO, the school restaurant and creative learning lab of Apicius.

Prerequisites: The course is open to Master in Italian Cuisine students and to those with an equivalent of Culinary Arts Levels I & II backgrounds.

FWCWC530
Advanced Italian Restaurant Cooking I Experiential Learning
6 semester credits. This course is designed to give students a first approach to an advanced cuisine style. Contemporary techniques will be explained and applied on a daily basis. Students will be involved in managing the restaurant kitchen in the role of chefs de partie under the direct supervision of the Chef Instructor to experience menu preparation that will focus on both traditional and contemporary cuisine. The course introduces students to the professional organization of the kitchen from the following points of view: HACCP standards, equipment maintenance, food delivery and storage, mise en place settings, accurate plating style, importance of timing, and basics of menu planning for an organized production. Special emphasis will be dedicated to understanding concepts such as interpretation and revision of Italian recipes in order to create and produce menus that represent the evolution of traditional cuisine. Students will cover a variety of flavors and ingredient combinations in Italian restaurant cuisine by putting learned skills to practice.

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 III Italian Cuisine and Decoration or equivalent.

Special note: This course includes mandatory team projects throughout the academic session.

FWCAI5450
Introduction to Italian Gastronomy: Food and Culture
3 semester credits. This course provides an introduction to the social, historical, and cultural forces that have affected the culinary, baking, and pastry professions in Italy. Students will analyze Italian traditions and how they translate into the professional environment of the food service industry. Topics include the contemporary challenges facing food professionals and etiquette as a historical, social, and professional discipline.

FWCAMC550
Mediterranean Cuisine and Ingredients Experiential Learning
3 semester credits. This course offers students an overview of Mediterranean cuisine by identifying and analyzing different macro areas starting from their historical and cultural backgrounds. The diverse cuisines of the countries bordering the Mediterranean sea, their mutual and external influences, and the lore developed throughout the centuries will be thoroughly covered. Emphasis will be placed on ingredients, flavor profiles, preparations, and representative techniques of 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.

FWCARC560
Advanced Italian Restaurant Cooking II Experiential Learning
6 semester credits. This course represents the defining experience of the Culinary Arts master program. The course will provide a deeper insight to the preparation of contemporary dishes and will allow students to put their skills into practice within an Italian restaurant setting. In addition to 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 cooperating with the operational organization of the kitchen brigade. Lectures will also focus on the application of food cost control standards, scheduling, and menu planning for the training of management skills. Students will be asked to execute all culinary skills and techniques learned during previous levels, offering a proper and varied selection of dishes. All creations will also respect basic standards in terms of nutritional values, seasonality, and accuracy in the presentation and food cost control. The experience gained with this course will be of paramount importance for the development of students as food service professionals.

Prerequisites: Advanced Italian Restaurant Cooking I or equivalent.

Special notes: This course includes mandatory team projects throughout the academic session.

FWCAGM661
Garde Manger I Experiential Learning
3 semester credits. The course is the first part of a two-course series and features an in-depth analysis of the three main areas of the cold kitchen: reception foods, plated appetizers, and buffet arrangements. Students will learn and experience a wide variety of traditional preparations that range from fingerfoods, appetizers, forecmeats, pâtés, galantines, terrines, salads, sandwiches, and cold soups. Curing, smoking, and brining techniques will be practiced, as well as homemade cheese and sausage production and contemporary styles of food and buffet presentation. The course takes place throughout the entire duration of the Master in Italian Cuisine program, offering students an essential hands-on experience for
their professional growth. 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.

FWCAGM662
Garde Manger II Experiential Learning
3 semester credits. The course is the second part of a two-course series and features an in-depth analysis of the three main areas of the cold kitchen: reception foods, plated appetizers, and buffet arrangements. Students will learn and experience a wide variety of traditional preparations that range from finger foods, appetizers, forcemeats, pâtés, galantines, terrines, salads, sandwiches, and cold soups. Curing, smoking, and brining techniques will be practiced, as well as homemade cheese and sausage production and contemporary styles of food and buffet presentation. The course takes place throughout the entire duration of the Master in Italian Cuisine program, offering students an essential hands-on experience for their professional growth. 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.

FWCAGM670
Italian Product Knowledge
3 semester credits. This course offers an overview of traditional Italian ingredients, prepared goods, dairy products, and Italian specialties. The course explores both fresh, prepared, and preserved foods and focuses on the products that represent an important cultural background for traditional and contemporary Italian cuisine. Emphasis is placed on the analysis of the Slow Food movement and how it contributes to preserving the gastronomical heritage of Italy, a country known for being a landmark of quality food. Students will also learn how to evaluate products for taste, texture, smell, appearance, and other quality attributes. Lectures will also be dedicated to the knowledge of unique Italian liqueurs and wines. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

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.

FWDINH150
Health and Fitness in the Mediterranean
3 semester credits. Studies have shown that following the Mediterranean diet has 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. Lectures will also include visits to athletic centers within the local community and the nutritional aspects of the Mediterranean diet, and particularly the Italian culinary tradition. 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 by the student. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

FWDINH160
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. Course Note: This course includes cooking labs and various physical activities in relevant locations in Florence.

FWDNFC285
Food Chemistry Fundamentals
3 semester credits. Food chemistry is the study of chemical processes and the interactions of biological and non-biological food components. Different types of food will be analyzed according to the components of their biochemistry such as carbohydrates, lipids, and protein, as well as water, vitamins, minerals, enzymes, food additives, and colors. The course enables students to fully understand the changes that foods undergo during preparation and cooking processes. The outcome of the course is to provide students with an in-depth knowledge of food processes and properties to improve food quality, stability, and product development.

FWDNFC300
Advanced Food Chemistry
3 semester credits. This course examines the treatment of food through the physical and chemical phenomena taking place during post-harvest (vegetables)/post-mortem (meat) processing, storage, and utilization and their impact on food quality. The outcome of the course is to provide students with an in-depth knowledge of the application of chemical principles as related to the food industry in terms of areas such as food engineering and bioprocessing, food extrusion, quality control, and packaging.

FWDNLN160
Introduction to Nutrition
3 semester credits. This course introduces students to the basic nutrition concepts such as calories, nutrient density, and dietary reference intake. Through the course, the characteristics and the role of the basic nutrients (protein, carbohydrates, lipids, vitamins, and minerals) will be closely examined and different food combinations analyzed and discussed. The concept of the food pyramid will be extensively studied along with the food pyramid and a cultural and scientific comparison between various diets including the Mediterranean, USA, traditional Latin American, Asian, and vegetarian versions. Menu composition and meal planning will be discussed from the nutritionist's point of view.

FWDNLN195
Introduction to Nutrition
1 semester credit. This seminar introduces students to the basic nutrition concepts such as calories, nutrient density, and dietary reference intake. Through the seminar, specific focus areas will be discussed in order to understand the role and relevance of the groups belonging to the food pyramid. A comparison between alternative dietary habits will include diets such as the Mediterranean, USDA, traditional Latin American, Asian, and vegetarian diets.

FWDNC825
Beyond Chocolate: Foods for Therapy
3 semester credits. The therapeutic powers of foods, such as the aphrodisiac
potency of chocolate and oysters, is an ancient knowledge that has gotten a major scientific makeover based on studies related to chemistry and psychology. This course takes a further step by offering a deeper look at the impact foods have on the human body from relaxing to meditative, introspective, aphrodisiac, and stimulating effects. Students will analyze the chemical, physiological, psychological, and emotional aspects of foods in therapy and how these discoveries can contribute to a myriad of different fields from hospitals to our own personal eating habits. Lab and demo activities are a fundamental part of the course.

**Prerequisites:** Introduction to Nutrition or equivalent.

**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.

**FWDNNS351**

*Nutrition in the Sports Industry: Body Composition and Calorie Intake*

1 semester credit. A correct balance between consumption and intake is fundamental to maintain good health and allow an optimal physical performance for athletes of any category. This course covers athletic body composition and the proper methods to determine it in order to evaluate the energetic consumption and consequently choose the suitable daily calorie intake. Special emphasis will be placed on identifying the specific needs related to the category of sport activity, training frequency, age, and gender. Hands-on activities will focus on the preparation of light meals in order to control or lose weight during training sessions.

**Prerequisite:** Introduction to Nutrition or equivalent.

**FWDNNS352**

*Nutrition in the Sports Industry: Balancing the Athlete’s Menu*

1 semester credit. Starting from the knowledge of body composition and energy balance, this course will cover nutrition during the different types of athletic training before and after competitions. Depending on the type of sport activity, students will analyze the distribution of meals throughout the day according to the athlete’s requirements. The subject matter will focus on nutrition for training and competition preparation, and analyze the breakfast, lunch, and dinner of athletes as well as their recovery meals. The distribution of carbohydrates, proteins, and fats will be analyzed in order to understand the mechanics of our senses as they interact with food. Why do we react positively to sweet taste? Why do we sometimes refuse bitter taste? Does umami really exist? The course will answer these and many other related questions in order to define the tools to examine flavors that are not generally accepted but require a deeper understanding for appreciation.

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 Nutrition or equivalent.

**FWDNNS353**

*Nutrition in the Sports Industry: Eating Disorders and Natural Sport Supplements*

1 semester credit. Even athletes can experience eating disorders or specific pathologies that require a tailored diet. Due to the type of intense physical activity involved, the guided choices of the sport nutritionist are fundamental in these cases. This course focuses on special dietary requirements connected to eating disorders, allergies, intolerances, and pathologies, and will address how to substitute ingredients without modifying the nutrient intake. Students will approach gluten-free, low-sugar, and dairy-free diets as well as analyze dietary supplements and ergogenic aids based on scientific evidence. The hands-on activities will focus on providing students with strategies for appealing and tasty meals based on ingredient substitutions.

**Prerequisite:** 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.

**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. 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 interact with food. Why do we react positively to sweet taste? Why do we sometimes refuse bitter taste? Does umami really exist? The course will answer these and many other related questions in order to define the tools to examine flavors that are not generally accepted but require a deeper understanding for appreciation.

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.

**FWDNPS505**

*Principles of Food*

3 semester credits. The aim of this course is to provide students with an overview of the different food groups and their nutritional qualities. The most relevant staples including dairy, grains, fruits, vegetables, and proteins will be analyzed in detail including their role in civilization and human history. The transformation and interaction of ingredients during cooking processes will be examined with a particular emphasis on the chemical, microbial, and physical processes that affect food quality and their journey from the producer to the consumer. Emphasis will be placed on production standards, food safety, and sanitation.

**FWDNPS507**

*Physiology of Taste and Flavor Experiential Learning*

6 semester credits. This course explores and examines the physiology of sensory organs and how we perceive flavors. 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 interact with food. Why do we react positively to sweet taste? Why do we sometimes refuse bitter taste? Does umami really exist? The course will answer these and many other related questions in order to define the tools to examine flavors that are not generally accepted but require a deeper understanding for appreciation.

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.
based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

**FWDNFS508**
Introduction to Food Science
3 semester credits. This course introduces food sciences starting from a wide range of perspectives, through the principles of food production and consumption, food in history, society, economics, and politics. Students will analyze in detail the development of the food industry and the nutritional, physiological and psychological roles of food. Food will also be considered for its quality, environmental impact of food processing, the usage of additives, food marketing, and education.

**FWDNFS508S**
Introduction to Food Science
1 semester credit. This seminar introduces food sciences through the principles of food production and consumption, food in history, society, economics, and politics. Students will analyze the development of the food industry and the nutritional, physiological and psychological roles of food. Food will also be considered for its quality, environmental impact of food processing, the usage of additives, food marketing, and education.

**FWDNSC510**
The Science of Cooking: an Introduction to Molecular Cuisine
3 semester credits. After the first appearance of molecular gastronomy in the latter half of the 20th century, the approach of chefs towards food has dramatically changed. This science of cooking course is aimed at students who wish to gain knowledge of the science behind cooking to both improve methods of cooking and avoid common pitfalls. Students will acquire the concepts related to the techniques that aid innovation and creative development in the field of gastronomy. The course will combine both theory and practice based on contemporary scientific knowledge.

**FWDNFS520**
Dietetics and Nutrition in the Mediterranean
3 semester credits. This course introduces students to the knowledge of Mediterranean lifestyle, focusing on the nutritional aspects of Mediterranean diet and the culinary tradition of significant Mediterranean areas. Students will gain a sound knowledge of the criteria behind the Mediterranean diet pyramid and will compare it with other world dietary regimens. Based on the assertion that the Mediterranean diet is amongst the healthiest regimens, students will complete a survey of the many dietary recommendations that have developed in recent decades to better understand how dietetics is also directly affected by social implications.

**FWDNFA530**
Food Allergies and Intolerances
3 semester credits. Food allergies and intolerances are an everyday reality to many individuals and are becoming increasingly important topics with the industrialization of food production and packaging. The course covers types of food-sensitive reactions, the foods that trigger them, impact on the human body, and nutritional and dietetic analysis. The current market trends of food packaging and presentation of information will be examined in order to propose guidelines and preventive strategies against food allergies and intolerances.

**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.

**FWFCF5200**
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.

**FWFCSF200**
Italian Vegetarian Cooking
3 semester credits. These days, the demand for meatless cooking has increased extraordinarily. Throughout the course, students will learn to prepare a variety of meatless dishes using different techniques such as grilling, broiling, steaming, sautéing, baking, frying, etc. The menu includes meals prepared with fruits and vegetables, grains and legumes, as well as pasta and other starch products. Special emphasis is placed on strategies for building flavor by using vegetable stocks, herbs, spices, oils and condiments. Lectures will be complemented by student cooking labs and/or tastings.

**FWFCCF255**
Italian Culture through Festivals and Feasting
3 semester credits. The course is designed to offer students a comparative study of the religious and social festivities in Italy, both in public and in private areas (i.e. national holidays and family events). Main festivities are analyzed through their history, regional or national importance, and through the role they play in local culture including rituals, celebrations, table manners, and social gatherings and their evolution throughout the centuries. All aspects of Italian social lifestyle will be introduced along with the cuisine, rituals, and changing customs. Lectures will be complemented by student cooking labs and/or tastings.

**FWFCCF260**
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.

**FWFCSF270**
Scent of Florence: From the Medieval Medicine and Spice Guild to Contemporary Perfumes
3 semester credits. This course explores the history of spice trade as well as the manufacturing of perfumes by the ancient Guild of Physicians and Apothecaries.
one of the seven major arts and trades guilds dating back to Medieval Florence. Throughout this course, students will explore some of the oldest and most historic perfume shops in Florence, as well as workshops, pharmacies, drugstores, and ancient herbalists who have made of perfumery an art form. A specific part of the course will focus on medicinal herbs that were sold in apothecaries along with other plant species, mineral powders, drugs, and spices of various kinds (dried herbs, peppers, mustard, saffron, ginger, wax, pitch, alum, lead, etc.). Students will benefit from visits selected from Florence’s many sites of historical interest such as the Santissima Annunziata Pharmacy, the ancient San Simone herbal shop, and the Santa Maria Novella pharmaceutical plant in Via Reginaldo Giuliani, along with those established in contemporary times. During visits, students will be able to observe techniques and materials with which the perfumes and spices are created. Lectures will be complemented by student cooking labs and/or tastings.

Course Note: This course includes cooking labs, tastings, and visits.

FWFCC12S
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 multifaceted components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

FWFC13P00
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.

FWFC13P00
The History and Politics of Food in Italy
3 semester credits. This course addresses the history and evolution of food production, control, and inspection in Italy. To analyze these processes, a variety of perspectives will be pursued. Particular relevance will be considered for the political components in relationship to ethical, cultural, medical, and environmental disputes regarding food. The course will also take into consideration the reflection of the political choices for proper farming methods as well as agricultural and retailing practices and regulations. The course will provide students with a wider understanding of the regulatory, political, and economic foundations of the food industry in both Italy and abroad.

FWFCS3F00
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.

FWFCAF300
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.

FWFCC12S
Herbs, Spices, and Flavors of Tuscany
1 semester credit. This seminar will allow students to discover and appreciate the herbs and spices that make up the landscape of culinary traditions in Tuscany. Herbs will be considered not only as a decorative finishing element but as the protagonists of culinary specialties. The seminar includes the discussion of lecture topics and hands-on labs/tastings.

FWFC13B065
Coffee and After Meal Beverages
1 semester credit. Post-prandial beverages such as coffee and digestives will be examined in their historical and cultural contexts. Special attention will be paid to the ingredients, preparation, and service of these beverages.

FWFCC12S
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.

FWFCC12S
Bread in Western Culture, Society, and Religion
3 semester credits. Bread is a universal food staple if we consider how the cuisine of most countries includes a bread culture as old as their histories. This course will explore the birth of breads since mythical and religious epochs, how breads vary between western civilizations, ancient techniques and traditional breads versus products of modern fabrication through technology, and the return of artisan hearth baked breads. Bread is examined not only as a source of sustenance but through the lens of its religious and cultural significance in Western cultures, as well as to encourage a reflection on the community values represented by bread throughout the history of mankind. Lessons will have an emphasis on Italian

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breads throughout the various regions with a particular focus on the symbolism and consumption of daily bread. Lectures will be complemented by labs and/or tastings.

FWFCFD344
Fact and Fiction of Regional Folklore: Celebrating Desserts
3 semester credits. This seminar/workshop-based course examines the Italian peninsula through regional desserts. Italian desserts, like cuisine, vary from region to region and often play a central role in historical festivities, regional fairs and festivals, and religious celebrations such as the fried cenci fritters during Carnevale or panettone and pandoro during the Christmas and New Year season. The lessons will conduct the student through a “sweet journey” through Italy by focusing on specific desserts and their historical and folkloristic contexts. The workshop portion of this course will offer hands-on practice through the preparation and presentation of regional desserts. Lectures will be complemented by student cooking labs and/or tastings.

FWFCCD345
Fact and Fiction of Regional Folklore: Celebrating Desserts
1 semester credit. This workshop explores regional desserts throughout the Italian peninsula. Regional fairs, festivals, and religious celebrations will be discussed for their historical and folkloristic contexts. Students will be involved in hands-on practice in the preparation and presentation of regional desserts.

FWFCFM345
Food, Wine, and Music: Music and Feasting in Renaissance Europe
3 semester credits. This course analyzes the different types of courtly music and songs that deal with themes related to the celebration of food, wine, and other forms of entertainment during the Renaissance. The period covered ranges from the 13th to the 16th century. Each class will focus on the historical dishes and corresponding songs of specific European countries. The second part of the course will cover Italy and the Renaissance, in particular courts of the Medici in Florence, the Gonzaga in Mantua, the Este in Ferrara, the popes in Rome, and the Venetian doges. One lesson will be dedicated to the culinary artistry of the Renaissance chef Bartolomeo Scappi, and another lesson will feature the historical wines of Italy. Lectures will be complemented by student cooking labs and/or tastings.

FWFCCD314
Cuisine and Culture in Europe: The Art of Entertaining
3 semester credits. This course focuses on the main aspects of national cuisines and the art of entertaining in European countries. It examines through comparative studies the local food, economy and resources, culture, history, and their related interactions. The role of food in national cuisine and its evolution throughout centuries are analyzed and compared. Lectures will be complemented by student cooking labs and/or tastings.

FWFCCD314S
Cuisine and Culture in Europe: Celebrating Desserts
3 semester credits. This course will cover Italy and the Renaissance, in particular courts of the Medici in Florence, the Gonzaga in Mantua, the Este in Ferrara, the popes in Rome, and the Venetian doges. One lesson will be dedicated to the culinary artistry of the Renaissance chef Bartolomeo Scappi, and another lesson will feature the historical wines of Italy. Lectures will be complemented by student cooking labs and/or tastings.

FWFCCHW345
Food, Health, and Wellness in Italy
3 semester credits. This course analyzes the different types of courtly music and songs that deal with themes related to the celebration of food, wine, and other forms of entertainment during the Renaissance. The period covered ranges from the 13th to the 16th century. Each class will focus on the historical dishes and corresponding songs of specific European countries. The second part of the course will cover Italy and the Renaissance, in particular courts of the Medici in Florence, the Gonzaga in Mantua, the Este in Ferrara, the popes in Rome, and the Venetian doges. One lesson will be dedicated to the culinary artistry of the Renaissance chef Bartolomeo Scappi, and another lesson will feature the historical wines of Italy. Lectures will be complemented by student cooking labs and/or tastings.

FWFCFC340
Food, Culture, and Society in Italy
3 semester credits. This seminar/workshop-based course examines the Italian peninsula through regional desserts. Italian desserts, like cuisine, vary from region to region and often play a central role in historical festivities, regional fairs and festivals, and religious celebrations such as the fried cenci fritters during Carnevale or panettone and pandoro during the Christmas and New Year season. The lessons will conduct the student through a “sweet journey” through Italy by focusing on specific desserts and their historical and folkloristic contexts. The workshop portion of this course will offer hands-on practice through the preparation and presentation of regional desserts. Lectures will be complemented by student cooking labs and/or tastings.

FWFCDF330
Diet and Fasting in World Religions
3 semester credits. This seminar/workshop-based course examines the different types of reasons behind special diets and prohibitions in world religions. Gender differences in fasting will be analyzed and compared. Food, symbolism, and myth used as a 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 anthropogenic lens that roves over the entire Italian peninsula. Lectures will be complemented by student cooking labs and/or tastings.

FWFCHW345
Food, Health, and Wellness in Italy
3 semester credits. Recent decades have represented a dramatic change in the way we approach food. Food facts and information that are constantly updated and the ethics of sustainability have deeply influenced the worldwide awareness of food as the primary source of a healthy lifestyle. Italy has always stood out for its genuine cuisine characterized by fresh seasonal ingredients, 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. Particular emphasis will be placed on seasonality, whole foods, and freshness, and contemporary innovations and traditional customs will be analyzed for the production of dishes and snacks that are both tasty and healthy. Course topics will also introduce students to the fundamentals of nutrition in order to better understand the aphorism “We are what we eat” and how this motto aligns with the Italian culinary tradition. 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 implications. Through hands-on experiences and on-site activities, students will experience the fundamentals of wellness-oriented cuisine and lifestyles. This class includes experiential learning with CEMI.

FWFCF347
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.

**FWFPCPH50**

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.

**FWFCCG350**

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, 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-themed food production and will acquire a deeper understanding of food as an essential element of society. This class includes experiential learning with CEMI.

**FWFCCG355**

Contemporary Italian Cooking
3 semester credits. This course features a survey of the major contemporary Italian chefs and their cooking philosophies. Students will be taught how to read and compose a menu and the major elements that distinguish high-level Italian cooking through the original recipes of world-famous Italian chefs such as Giancarlo Vissani, Gualtiero Marchesi, and Nadia Santini. Lectures will be complemented by student cooking labs and/or tastings.

**FWFCCG360**

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-themed 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.

**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.

**FWFSIF200**

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.

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 multifaceted components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

**FWFSCS305**

Introduction to Family and Consumer Sciences
3 semester credits. 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.

**FWFSC320**

Introduction to the Italian Family
3 semester credits. The course will begin with a review of the historical and current trends and issues in food, family, and consumer sciences and their implications on society. Theoretical frameworks for organizations will be examined in order to analyze FCS development in a range of contexts. Organizational issues such as leadership and managing change and diversity. To name a few, will be discussed in relation to FCS. Students will develop solutions to various issues raised by current topics that impact the individual, families, and the global community.

**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.

FWFSIF320
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.

FWFSIF324
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.

FWFSMF350
Consumer Issues of Italian Marriage and Family Relations
3 semester credits. This course starts from a historical background of the Italian family as a social institution and continues with an analysis of marriage and family. Students examine the development and use of a sociological perspective of family and marriage issues. Course topics include an overview of marriage and family relations from a cross-cultural perspective, the historical factors related to the development of the contemporary family system, and the development of gender, family, and marital roles. These issues will be specifically examined by comparing Italy with different cultures.

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.

FWWCCA260
A Cultural Approach to Wine Appreciation
3 semester credits. A cultural approach to drinking and evaluating wine goes beyond a technical analysis of flavor balance and the characteristics of grapes and soil. This wine tasting course introduces a more profound immersion into the many external factors that contribute to what one sips from the glass - geography, history of the land, the producer's unique methods and personal story, the local cuisine, the historic and economic ties of the wine type with the area - or what may be summed up as the "microcosm" in which a wine breathes and exists. The wines from this course will be presented in this richer context, chosen from a selection of reputable cantinas, and when possible, paired with local products.

FWFCTW262
Tuscany and Its Wines
3 semester credits. The course will introduce students to the outstanding richness of the Tuscan wine tradition. Wine typologies representative of the region will be considered throughout the course, which focuses particularly on a detailed study of the most important wine production areas in Tuscany. A general introduction to wine appreciation will be featured along with the analysis of select Tuscan wines and their specific characteristics.

FWWCIW300S
Tasting and the Art of Winemaking
1 semester credit. This seminar will introduce students to the Italian wine industry with a focus on top producers. The historic and cultural traditions of the art of winemaking will be examined in depth along with the practices of the contemporary wine industry in the age of globalization. Seminars will be held by noted figures from the Italian wine industry.
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.

**FWWCT310**
Wine Culture and Society in Tuscany
3 semester credits. This course is a specialized survey of the wine culture and society in Tuscany. The different wine-producing zones of the region will be examined, from larger productions such as Chianti and the Super Tuscans to lesser-commercialized yet upcoming areas like Montecucco towards the south. On a socio-cultural level, the role of wine at the Tuscan table and in festivities, customs, and social settings constitutes an integral aspect of this course in order to introduce students to the underlying human context behind the production and service of Tuscan wines.

**FWWCWF335**
Pairing Food and Wine
1 semester credit. This seminar presents an exploration of food and wine pairing by demystifying the terminology and the methodology of matching wine and food. Seminar activities include enhancing pairing knowledge and how pairings can create a deeper connection between taste and experience. Participants will taste wines from major production areas in Italy paired with classic recipes for a firsthand experience of food and wine pairing.

**FWWCWF335S**
Pairing Cocktails and Food
1 semester credit. Through this seminar, students will learn the basics of cocktail mixology. Students will examine a range of spirits and their compatibility with other spirits when creating beverages. The fundamentals of cocktail composition and preparation will lead students to experiment with the essential rules for matching drinks and food, and how to serve mixed drinks as companions throughout a structured meal.

**FWWCWF334**
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 also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

**FWWCWF334S**
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. 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 class includes field learning hours. Field learning is a method of educating through first-hand experience. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience.

**FWWCWF333**
Pairing Cocktails and Food
1 semester credit. This seminar combines lectures and tastings as students examine the origins and history of beer (and related beverages). Similarities and differences regarding brewing, taste, and essential characteristics between wine and beer will be examined as well. The principles of matching beer and food will also be analyzed.

**FWWCWF333S**
Pairing Food and Wine
1 semester credit. This seminar presents an exploration of food and wine pairing by demystifying the terminology and the methodology of matching wine and food. Seminar activities include enhancing pairing knowledge and how pairings can create a deeper connection between taste and experience. Participants will taste wines from major production areas in Italy paired with classic recipes for a firsthand experience of food and wine pairing.

**FWWCWF335S**
Pairing Cocktails and Food
1 semester credit. Through this seminar, students will learn the basics of cocktail mixology. Students will examine a range of spirits and their compatibility with other spirits when creating beverages. The fundamentals of cocktail composition and preparation will lead students to experiment with the essential rules for matching drinks and food, and how to serve mixed drinks as companions throughout a structured meal.
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.

FWWEWM300
Introduction to Winemaking
3 semester credits. This course analyzes the fundamental principles of the grapevine culture in Italy and covers production systems, harvesting, winery organization, and the storage and processing of grapes. The course also provides an overview and sensory evaluations of the major wines produced in Italy. During the fall term, students will spend one weekend at a vineyard during the annual grape harvest.

FWWEWM300S
Introduction to Winemaking
1 semester credit. This seminar analyzes the fundamental principles of the grapevine culture in Italy and covers production systems, harvesting, winery organization, storage and processing of grapes. An overview and sensory evaluations of the major wines produced in Italy will also be covered.

FWWERG305
Table and Wine Grapes of Italy: an Educational Wine Tour I
3 semester credits. The structure of this class is unique as students will be learning the regional winemaking cultures and practices through a series of field learning activities. Students will learn the characteristics of the important local and international varietal wines and different methods of planting, training, pruning, irrigation, frost protection, and harvesting directly from wine producers. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

FWWEWS335
Wine Service and Beverage Management
3 semester credits. This course will examine the figure of the sommelier and provide essential information regarding wine service and beverage management. Topics include stocking a cellar, storing wine, reading and composing a wine list, selecting proper wine glasses, serving wine, decanting wine, and an introduction to other beverages.

This class includes experiential learning with CEMI.

FWWEWS337
Wine Service and Beverage Management Experiential Learning
6 semester credits. This course will examine the figure of the sommelier and provide essential information regarding wine service and beverage management. Topics include stocking a cellar, storing wine, reading and composing a wine list, selecting proper wine glasses, serving wine, decanting wine, and an introduction to other beverages.

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

FWWEWA340
Wine Appreciation I
3 semester credits. This course provides the fundamental skills and a technical introduction to wine tasting beginning with the visual, olfactory, and gustatory examination. Students will learn to analyze the organoleptic components of wines, the importance and influences attributed by a territory, and how to distinguish as well as create excellent food and wine pairings. Lectures will be supplemented by wine tasting workshops. The objective of this class is for students to be able to recognize quality in wines from around the world and obtain a working knowledge of international wine regions and as well as the wine industry.

FWWEWSS350
Special Project: Experiential Learning in Wine Service and Beverage Management
3 semester credits. Students enrolled in Wine Service Beverage Management special project will be acquire and practice skills related to managing the wine and beverage service at GANZO, the school restaurant and creative learning lab 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. 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. This placement may require PM shifts or shifts that take place on weekends.

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.

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.

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

FWWEW360
Wines of The World I
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 and to further develop wine tasting skills. The countries to be analyzed include France (with a special emphasis on Bordeaux, Burgundy, Champagne and the other main French wine areas), Germany, Austria, Spain, and Portugal. Through comparative tastings, students will be encouraged to offer a critical analysis of wines produced in different parts of the Europe, with emphasis on the relationship between sensory properties of the wines and factors associated with their place of origin.

FWWECW380
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 course topics including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, economics of the world wine industry, and human resource management.

FWWECW385
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 course topics including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, economics of the world wine industry, and human resource 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
likely 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.

FWWEGL400S
Spirits and Grappa
1 semester credit. This seminar focuses on spirits and liqueurs with a special focus on Italian grappa. Lectures will be complemented by in-class tastings. Seminar topics will address the historic origins, methods of production, as well as the various types of grappa and their usage in consumption and cooking.

FWWEn4410
Wine Appreciation II
3 semester credits. This course has been designed to provide students with an advanced working knowledge of wine appreciation. Emphasis is placed on the study of the most important Italian grape varieties throughout the Italian territory and to learn how to assess and to evaluate the wine typologies deriving from different grapes and soils. Particular importance is given to comparative wine tasting, focusing on the different characteristics of wines coming from different regions. The course gives a complete overview of the important Italian wine areas. Prerequisites: Wine Appreciation I or equivalent.

FWWEn450E
Viticulture and Enology: An Educational Wine Tour II
3 semester credits. The course gives both a general overview of Italian viticulture and a systematic description of grapevines. 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. Bio and biodynamic viticulture will be a special focus. 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 topics. Prerequisites: Viticulture I or equivalent.

FWWEn460E
Wines of The World II
3 semester credits. This course continues the journey of international wines by focusing on the countries of the New World in order to further develop wine tasting skills. The countries to be analyzed include Hungary, the United States of America (with a special emphasis on California), Australia and South Africa, as well as New Zealand, Chile, and Argentina. Students will participate in comparative tastings in order 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. Prerequisites: Wines of the World I or equivalent.

FWWEn461F
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.

FWWEPR470 Professional Pairing Food and Wine Advanced
3 semester credits. This course presents a practical and technical approach grounded in 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 menu analysis and tasting notes from the Apicius culinary brigade, who will prepare the recipes utilized in class. The direct food and wine pairing analysis in class will culminate in a complete eno-gastronomical, regional, and cultural context. Wines and recipes from the New and the Old Worlds will offer to students a real perspective of the concept of identity in the world of eno-gastronomy. Prerequisites: Wine Appreciation I or equivalent.

FWWEn480E
Wine Bar Management
3 semester credits. The course objective is to introduce students to the basics of 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.

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)

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 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.

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 is required, this is a beginner-level course.**

**HPHTIE300**
**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.

**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.

**HPHTIE300**
**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.

**HPHTIE301**
**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 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.

**HPHTIF310**
**Introduction to Tourism**
3 semester credits. This course provides an introduction to the concepts of service-based marketing, consumer behavior, and the evolution of tourism from past to present by drawing from international and European examples. By examining important international case studies, major structures and services engaged in the tourism industry will be analyzed from a comprehensive perspective. The operational sectors of the industry as well as its mutual correlation with the hospitality industry will be explored.

**HPHTIF335**
**Food and Wine Tourism in Italy: Tracing Territories and Cultures**
3 semester credits. This course will consider how food and wine tourism is implemented in Italy. The regional aspects of the country, its rich cultural variety, and how the tourism exploits cuisine and wine in sustainable forms will be analyzed. Students will explore the unique gastronomy, products, and producers of specific Italian regions in order to understand the role of territories and local cultures in Italian food and wine tourism. The practices, organization, management, and implementation of these forms of tourism will be studied along with territorial and cultural aspects to discover how gastronomic tourism expresses the soul of a place and can generate new or renewed interest in geographic areas of Italy.

**HPHTIF336**
**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 structures, 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.

**HPHTGF330**
**Greenmapping Florence**
1 semester credit. This seminar 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.

**HPHTGF335**
**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.

**HPHTGF330**
**Greenmapping Florence**
3 semester credits. This unique course offers a dynamic opportunity for students to become green mapmakers and develop a project that will help them and the community understand what sustainable development actually means on a local level. The very existence of tourism depends on a qualitative natural environment, resources, and cultures. For a long time tourism was considered an activity without impact on local territories, different from other forms of development. It is now recognized that tourism is a major industry, that has been characterized by rapid, short-term ventures which have often damaged the very assets upon which it depends. The first part of the course, focuses on the assets and principles that characterize sustainable and eco-tourism, the hospitality structures of Florence, and the supply services and activities that make Florence one of the top world destinations. In the second part of the course, students will be able to create a map based on the green-mapping concept, a geographic tool that will enable them to share information about the green living sites and natural, cultural, and social resources in Florence.

**HPHTIM335**
**Club Management**
This course provides a solid grounding in the fundamentals of club management and offers an invaluable understanding of the industry and the complexities and challenges of the club manager role. It also highlights the differences between the operations of a club and other hospitality businesses and related services. During the course, students will explore lodging, food and beverage, and guest activities within the context of club management according to the diverse types of clubs within the hospitality industry.
operational processes, problem-solving, leadership, and management.

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.

Supervision and Leadership in the Hospitality Industry
3 semester credits. The success of any organization is a direct link to the employees' performance. Employees provide high-quality service when a relationship of trust with managers who provide the tools, training, and motivation necessary to transform employees into positive contributors. 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. Emphasis will be placed on conflict resolution techniques as well as methods for recruiting, interviewing, and hiring staff. The course emphasizes the role of organizational leadership.

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 the 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.

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.

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 at Ganzo, the school restaurant. Under the guidance of the Ganzo management, students will gain firsthand practice of 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. 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. 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 programming and coordination, themes, program partnerships, and event promotion. This placement may require PM shifts or shifts that take place on weekends.
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.

**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.

**HPHTCS370S**
Customer Satisfaction
1 semester credit. This seminar aims at examining different categories of luxury products and the strategy to create the consumer perception of exclusiveness and selectivity. Topics discuss the facets of today's luxury market and how creativity can create and affect that specific type of emotional response. Specific Italian case studies will be considered. The seminar also introduces a reflection on the sustainability of luxury brands in the face of current global trends.

**HPHTWH380**
UNESCO World Heritage Site, Florence: Moving Towards Sustainable Tourism
3 semester credits. This course, starting with a historical description of the United Nations Educational, Scientific and Cultural Organization (UNESCO), focuses on the “World Heritage” concept and how to become a part of it, explaining the different heritage categories such as Cultural and Natural, Tangible and Intangible. Florence is studied as a model of a city on the world heritage list. Encounters with institutional officers, policies and programs requested to keep the city of Florence on the world heritage list are thoroughly analyzed.

**HPHTWH380S**
UNESCO World Heritage Site, Florence: Moving Towards Sustainable Tourism
1 semester credit. This semester begins with a historical description of the United Nations Educational, Scientific and Cultural Organization (UNESCO). A major focus of the course is the “World Heritage” concept and how sites become a part of it, as well as the various heritage categories such as Cultural and Natural, Tangible and Intangible. Florence is studied as a model of a city on the world heritage list. Encounters with institutional officers and exposure to policies and programs required to keep the city of Florence on the world heritage list are thoroughly analyzed.

**HPHTA390**
Agritourismo and Country Resorts of Tuscany
3 semester credits. The agriturismo plays an important role in the economy of Tuscany, with over 3,500 country and farm estates that offer accommodation, restaurants, and hand-cultivated products to national and international visitors.
The Tuscan example takes up a considerable portion of the national economy and attracts tourists from all over the world. The objective of this course is to analyze the success of this sector, its positive impact on the qualification of Italian products through the IGP/DOP and wine denominations, and the environmental impact on the Tuscan landscape.

**HPHTT400**
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.

**HPHTA400**
Hospitality Accounting
3 semester credits. This course introduces hospitality accounting concepts and procedures. After an overview of basic accounting, the course covers the following topics: income statement, balance sheet, cash flow, cost management, break-even models, pricing, budgeting, cash management, and investment decisions. Emphasis is given to the processing of hospitality financial data and the flow of financial information, which results in the production of financial statements. The course does not intend to cover the detailed concepts and mechanics of financial accounting or the detailed procedures of bookkeeping. The content is specifically designed for students attending courses related to managerial aspects of the hospitality industry.

**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.

**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.

**HPHTBR440**
Budgeting and Reforecasting in the Hospitality Industry
3 semester credits. The course focuses on the processes of budgeting, total costs, accounting, investment planning, and financial decision making for products and services offered in the hospitality industry. The goal of this course is to introduce students to making financial decisions and projections at the higher managerial level.

**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.

**APICIUS INTERNATIONAL SCHOOL OF HOSPITALITY**
Internship: Hospitality Industry

3 semester credits. Students of the hospitality internship course will be introduced to hospitality management and operations through internships in 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 placement may require shifts that take place on the weekend and holidays. 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. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may vary depending on placement.

Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

Organizational Behavior in the Hospitality Industry

3 semester credits. The aim of the course is to provide an overview of main theoretical concepts of organizational behavior (OB) and their application in contemporary hospitality organizations. The course covers various topics related to OB, grouped roughly into the individual, group, and organizational levels of analysis. The course balances conceptual knowledge with practical application. In general, lectures will provide a broad overview of the topic and explain key concepts to be used to understand real phenomena within the business world. Case studies, selected on the basis of their relevance to the course content, will be discussed in class in order to develop students’ skills in applying this knowledge to practical situations.

Prerequisites: Human Resources Management or equivalent.

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 contemporary hospitality 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.

Legal Aspects in Hospitality Management

3 semester credits. This course involves the analysis of the legal and labor environments of the hospitality service industry. Particular emphasis is placed on the contractual aspects associated with the hospitality industry such as booking, overbooking, health and sanitation, responsibilities of e-tour operators, guarantees, etc. Case studies of legal problems in the hospitality industry will also be analyzed.

Internship/Externship in the Hospitality Industry

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.

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.

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.

HPHLHM330 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.

HPHLHO430 Internship: Hospitality Industry 3 semester credits. Students of the hospitality internship course will be introduced to hospitality management and operations through internships in 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 placement may require shifts that take place on the weekend and holidays. 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 progression 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. Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may vary depending on placement. 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.

HPFBSF300 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.

HPFBSM330 The Italian Food Industry: From Farm to Table 1 semester credit. 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 seminar 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.
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.

**HPFBWS335**
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 Kmo 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 analyzes 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.

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.

**HPFBWS331**
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. 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.

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.

**HPFBWS337**
Wine Service and Beverage Management Experiential Learning
6 semester credits. This course will examine the figure of the sommelier and provide essential information regarding wine service and beverage management. Topics include stocking a cellar, storing wine, reading and composing a wine list, selecting proper wine glasses, serving wine, decanting wine, and an introduction to other beverages.

This class includes experiential learning with CEMI.
Prerequisites: Introduction to Marketing or equivalent.

Food and Wine Marketing Strategies
3 semester credits. This course gives students the fundamentals of marketing beyond the conventions of advertising and promotion. Concepts and practices in marketing food and wine will be analyzed in order to provide students with the technical skills to formulate marketing campaigns. During the seminar, students will have the opportunity to work on guided exercises to develop a marketing strategy for a new product or market re-positioning. The seminar will introduce current events and trends to illustrate contemporary marketing techniques.

Food Purchasing
1 semester credit. This seminar introduces the basic principles of procuring food in hospitality structures. Analyzed concepts include targeting needs, purchasing, receiving, efficient equipment and storage systems, and food safety/sanitation. Students will learn how to develop an insight of the collaborative relationship between purchasers and chefs for menu planning, calculate food volumes and costs, and ensure the safe passage from food items from the moment of preparation to the final presentation on the client’s plate.

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 course topics including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, economics of the world wine industry, and human resource management.

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 course topics including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, economics of the world wine industry, and human resource management.

Internship: Hospitality Industry
3 semester credits. Students of the hospitality internship course will be introduced to hospitality management and operations through internships in 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 placement may require shifts that take place on the weekend and holidays. This internship course aims to prepare students for the professional world and industry.
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.

Additional materials/Dress code: Business casual attire for dress code, please note that dress code requirements may vary depending on placement.

Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

HPFBC5470 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.

HPFBC532 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.

HPFBW540 Wine Bar Management
3 semester credits. The course objective is to introduce students to the basics of 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.

HPFBW540S Wine Bar Management
1 semester credits. This seminar introduces students to the basics of 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. 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.

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### 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.

SHPPST200 Theory and Methodology of Sport Training
3 semester credits. This course is a general overview and introduction to the many facets of athletic training, focusing on the prevention of injuries and the role of the certified athletic trainer. Students will gain the necessary tools to put into practice strategies to improve athletic performance in both individual and team sports such as soccer, volleyball, and basketball.

SHPPST210 Technical Issues and Regulations of Team Sports
3 semester credits. This course focuses specifically on the technical issues related to soccer, volleyball, and basketball. Course topics address the fundamentals and skills of team sports, the history and regulations of the game, basic team systems, strategies, drills, and safety precautions and practices.

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.

SHPPCC240 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.
INTERNATIONAL SCHOOL OF HOSPITALITY
APICIUS

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 theoretical and practical case study approaches to the subjects.

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 expressive and affective dimensions of dance and 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.

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 comprehensive 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 the functional and physiological applied to common pains and distresses will develop the application of yoga therapy in individual and group contexts throughout the duration of the course.
Prerequisites: An introductory yoga course or equivalent.

SHPPRI312
Sport Movement and 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.

SHPPS5450
Internship: Sport Venue and Training Center Assistant
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 months. This placement may vary according to the degree Italian language 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 placement may include an examination of yoga props as well as dietary and nutritional guidelines, 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.

SHSSAY190
Introduction to Sports Rehabilitation
3 semester credits. This course provides students with an introduction to the art of yoga and its application to gain an understanding of the physical and psychological 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.

SHSSHM160
Health and Fitness in the Mediterranean
3 semester credits. Studies have shown that following the Mediterranean diet has 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. Lectures will also include visits to athletic centers within the local community and the nutritional aspects of the Mediterranean diet, and particularly the Italian culinary tradition. 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 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 lifespan stages 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 cultivate student motivation for incorporating them into their own daily lives. Course Note: This course includes cooking labs and various physical activities in relevant locations in Florence.

SHSSSN150
Lifetime Nutrition, Wellness, and Physical Activity
3 semester credits. This course provides the opportunity to understand and appreciate the facility operations and event management in the sport industry. Coursework 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.

SHSSMN155
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.

SHSSFM285
Sport Event and Facility Management
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.

SHSSFM285
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 teach 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.

**SHSSPG390**
Sociology of Sports and Physical Activity
3 semester credits. This course will focus on the development of sports and physical activities as a modern social phenomenon. This module analyzes the significance of sports in the ancient world including Greek, Roman, and Medieval societies, and continues with the emergence of modern sports and the globalization of sports in the 20th century. A comparative study will be made between the United States and Western Europe to study sporting activity in specific social contexts. Course topics include champions and heroes as role models, sports and youth, sports and the media; race, gender, and ethnicity; sports, politics, and religion; sports and disability; aggression, violence, and the role of fans.

**SHSSSP330**
Sports Management
3 semester credits. This course gives students a comprehensive overview of the procedures and operation of professional sports, collegiate athletics, and recreational organizations and enterprises. The course examines skills and procedures and operation of professional sports, collegiate athletics, and recreational organizations and enterprises. The course examines skills and processes such as budgeting, marketing, event management, and fundraising that are necessary for the successful administration of sporting organizations. The interrelationship between these skills and administrative goals and objectives is also studied.

**SHSSSD340**
Nutrition in the Sports Industry
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.

**SHSSPS320**
Sports Psychology
3 semester credits. This course covers various psychological principles associated with sports. Topics include how to make training more effective, training techniques proven to enhance athletic performance, stress management and motivation issues, burnout, nutrition, motivation issues, anxiety, confidence boosting, relaxation techniques, visualization, group dynamics and team structure, and issues related to gender and ethnicity.

**SHSSSE325**
Sports Ethics
3 semester credits. Sport and physical activities are no longer simply recreational pastimes worldwide - they can also help reflect, define, and shape our values and ethical perspectives with regard to integrity, justice, and responsibility. This course will provide students with philosophically-based strategies that have proved to be effective in the ethical and moral development of those who practice sport both at the amateur and professional level. Topics will include issues of race and gender, on and off-field violence, and doping.

**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.

**SHSSMC310**
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
**Special Project: Experiential Learning in Sport Management**

3 semester credits. Through this special project course, students will learn from the operation and organization of a sport facility such as a fitness center. The student will learn by assisting with daily operations: checking access records, machine maintenance, 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. 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.


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

SHSSNS351
**Nutrition in the Sports Industry: Body Composition and Calorie Intake**

1 semester credit. A correct balance between consumption and intake is fundamental to maintain good health and allow an optimal physical performance for athletes of any category. This course covers athletic body composition and the proper methods to determine it in order to evaluate the energetic consumption and consequently choose the suitable daily calorie intake. Special emphasis will be placed on identifying the specific needs related to the category of sport activity, training frequency, age, and gender. Hands-on activities will focus on the preparation of light meals in order to control or lose weight during training sessions.

Prerequisite: Introduction to Nutrition or equivalent.

SHSSNS352
**Nutrition in the Sports Industry: Balancing the Athlete’s Menu**

1 semester credit. Starting from the knowledge of body composition and energy balance, this course will cover nutrition during the different types of athletic training before and after competitions. Depending on the type of sport activity, students will analyze the distribution of meals throughout the day according to the athlete’s requirements. The subject matter will focus on nutrition for training and competition preparation, and analyze the breakfast, lunch, and dinner of athletes as well as their recovery meals. The distribution of carbohydrates, proteins, and fats as well as vitamin and mineral intake will be adapted to different needs. Hands-on activities will include preparing samples of main and recovery meals for diverse athletic requirements.

Prerequisite: Introduction to Nutrition or equivalent.

SHSSNS353
**Nutrition in the Sports Industry: Eating Disorders and Natural Sport Supplements**

1 semester credit. Even athletes can experience eating disorders or specific pathologies that require a tailored diet. Due to the type of intense physical activity involved, the guided choices of the sport nutritionist are fundamental in these cases. This course focuses on special dietary requirements connected to eating disorders, allergies, intolerances, and pathologies, and will address how to substitute ingredients without modifying the nutrient intake. Students will approach gluten-free, low-sugar, and dairy-free diets as well as analyze dietary supplements and ergogenic aids based on scientific evidence. The hands-on activities will focus on providing students with strategies for appealing and tasty meals based on ingredient substitutions.

Prerequisite: Introduction to Nutrition or equivalent.
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 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, videomakers, 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 undergraduate program in Communication & Interactive Digital Multimedia
- 3+1 Bachelor of Arts in Communication & Interactive Digital Media
- 1 or 2-year career programs
- Study abroad programs, short and long-term (see brochure)

4-YEAR UNDERGRADUATE PROGRAM IN DIGITAL PUBLISHING & COMMUNICATION

The 4-year curriculum in Digital Publishing & Communication prepares students for future careers in fields such as digital media, the arts, publishing, and visual communication. The program offers three academic concentrations:

- Digital Media
- E-Publishing
- Visual Communication

For admissions requirements see the undergraduate 4-year program section in the catalog introduction. Direct admission to the 4-year program is granted to students who have successfully completed one of the following FUA programs:

- 1-year Program in Publishing or 2-year Program in Digital Photography or Visual Communication.

Core Curriculum for 4-Year Program (27 credits)

- DIVCGI210 Digital Graphic Illustration
- CPPUF300 Fundamentals of Publishing and Editing
- CPPUEP330 E-Publishing
- DPHID180 Introduction to Digital Photography
- DIDMRM260 Introduction to Rich Media: Podcast Production
- CPAMCC350 Intercultural Communication
- CPMCC310 Critical Thinking
- LAAHGD340 History of Graphic Design
- PSPDPD350 Portfolio Development I

Capstone Project in the area of Program Concentration (3 credits)

- CPPUC3400 Digital Publishing & Communication Capstone

Concentration Course Work (24 credits)

In addition to the required core courses, students must complete 24 credit hours in one of the three areas of concentration.

Digital Media

- PSPDPO350 Portfolio Development II
- LAAHHTC370 Art Theory and Criticism
- DPHID200 Intermediate Digital Photography
- DPHAD400 Advanced Digital Photography
- DVCPCV200 Introduction to Creative Videomaking
- DVPVAV350 Advanced Videomaking and Post-Production
- DPHSE350 Solo Exhibit and Publication of Solo Work
E-Publishing
PSPDFQ360 Portfolio Development II
Plus courses to satisfy the 24-credit concentration requirement. Examples of courses include but are not limited to:
DIVCAD350 Introduction to Art Direction
CPILWM300 Writing for Digital Media
CPPULM350 Lifestyle Magazine Project I
CPPULM450 Lifestyle Magazine Project II
CPPUPB310 Professional Book Production
DIVCVD900 Visual Communication Design Fundamentals Studio I
DIVCVD250 Visual Communication Design Fundamentals Studio II

Visual Communication
PSPDFQ360 Portfolio Development II
Plus courses to satisfy the 24-credit concentration requirement. Examples of courses include but are not limited to:
DIVCAD350 Introduction to Art Direction
DIVCVD900 Visual Communication Design Fundamentals Studio I
DIVCVD250 Visual Communication Design Fundamentals Studio II
DIVCVC200 Introduction to Web Design
DIVPVE380 Digital Video Editing
DIVCM340 Multimedia Studio I"DIVCM380 Multimedia Studio II

General Education Requirements (42 credits)
Students must successfully complete at least 42 credit hours in approved General Education courses. Courses must be taken in areas outside of the student major area to satisfy the General Education requirement of FUA and consistent with General Education component distribution as detailed below:
- English Composition (6 credit hours)
- Humanities (6 credit hours)
- Mathematics (6 credit hours)
- Physical & Biological Sciences (6 credit hours)
- Social & Behavioral Science (6 credit hours)
- Diversity & Intercultural Studies (6 credit hours)
- Italian Language (6 credit hours)

Free Electives (24 credits)
General Free Electives sufficient to reach a minimum of 120 credits.

3+1 Bachelor of Arts in Communication & Interactive Digital Media
The 3+1 program is offered in collaboration with Southern New Hampshire University. Concentrations may be chosen from Digital Media, E-Publishing, or Visual Communication. Through this transfer program, 90 credits of coursework can be taken the first three years in Florence and the final 30 credits are taken either online or on-campus through SNHU, which grants the bachelors degree. Please see brochure for details.

Career Programs
Career Programs may be taken for one semester, 1 year, or 2 years. Each year is made up of two levels featuring core courses and optional seminars. For program details see brochure.

One-Year and Two-Year Career Programs: Photography and Visual Communication

Special Career Program: TuttoToscana 1 or 4-week program in collaboration with the James Beard Foundation (focus area: Art Direction - Digital Media & Visual Arts)

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, mobile editing, and mobile delivery) as well as the 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.

DIDM5C310
Introduction to Storyboard
3 semester credits. In this course students will develop manual and digital drawing skills to create visual representations for various media. Students will learn how to communicate a message through the use of thumbnails and develop an organizational structure for a website by using of charts and site maps. Students will develop storyboards for animation using key frames and create a shooting sequence for a short movie or commercial.

DIDM5D310
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.

DIDM1A420
Teaching Assistantship I
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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.
This class includes experiential learning with CEMI.
Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof of having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.
DEPARTMENT OF INTERNET TECHNOLOGY

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

DIITCAW350
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 website. 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.

DIITWA335
Web Art, Design, and Culture
3 semester credits. This course examines the practical and theoretical issues related to art and design online. Students work with images, text, sound, animation, and hypertext to create artwork and design a portfolio. The course focuses on the creative use of web technologies and examines the cultural implications of DSLR technologies. This class includes experiential learning with CEMI. Prerequisites: Introduction to Web Design.

DIITWE350
Special Project: Experiential Learning in Visual Communication - Web Editor
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. 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. Additional materials/Dress code: Business casual attire for dress code. 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.

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.

DIPHDD340
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.

DIPHP140
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.

DIPHP140
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.

DIPHP140
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. 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.

DIPHP140
Introduction to Digital Photography
3 semester credits. This course is for photography students who wish to discover the versatility and creative potential of the photographic studio. 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. Students will work and have assignments of a wide range of lighting situations. Color and light theory, mixing light ratios (multiple sources), movement will be emphasized but formal and conceptual situations will also be explored. The print lab will provide students with the tools for elaborating and printing their own images.

Prerequisites: This is an intermediate course. Knowledge of camera functions is required. Portfolio submission recommended.

DIPHS200
Studio Photography
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 their 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.

DIPHP210S
Introduction to Fashion Photography
1 semester credit. The course is based 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 seminar 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. Basic photography experience and knowledge are helpful.

DIPHP210
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.

DIPHPS220
Introduction to Photoshop
3 semester credits. This course is based on Adobe Photoshop, the leading software for photographers, graphic designers, and book designers. Photoshop is a complex, powerful software that requires a dedicated approach in learning how to use the program to its full potential. Through guidance of experienced instructors, the course will introduce students to the creative and professional techniques and issues related to Photoshop. The course is run in computing facilities with the latest versions of photography software and is recommended for students who have had experience in photography, graphic design, architecture, illustration or book design. Basic photography experience and knowledge will be helpful.

DIPHSP220
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 encourage 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 understanding 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
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.

DIPHPE235S
Introduction to Picture Editing
1 semester credit. This seminar addresses the role of the picture editor and the skills related to selecting and matching images according to context and communication. Students will analyze the techniques and strategies of picture editing as applied to published formats such as magazines, catalogs, and websites. A review of the history of photography and photographic composition is included in order to provide the historical and cultural contexts of the field.

Prerequisites: Introduction to Digital Photography or equivalent.

DIPHPF240
Intermediate Film Photography
3 semester credits. This course will allow students to develop a personal approach to the photographic medium. By exploring film photographic techniques, students will achieve a full creative and technical control that will lead to a high quality final portfolio. Course topics will also focus on the cultural, social, ethical, conceptual, artistic, economic, and professional aspects of photography. Influential modern and contemporary photographers will be studied through slide shows, videos, books reviews, visits to photo, and other art shows. The relationships between photography and other art media will also be analyzed. Coursework will take place in a spacious darkroom and lab where students refine their printing and technical skills at more advanced levels. The instructor will also guide students in broadening their knowledge of the psychological aspects of visual perception.

This class includes experiential learning with CEMI.

Prerequisites: Introduction to Film Photography or equivalent.

DIPHPF250
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.

DIPHOC260S
On Camera and Studio Flash Photography
1 semester credit. This seminar introduces students to the use of artificial lighting to create photographic illustrations in a controlled environment. Lighting techniques are demonstrated and applied in a series of photographic settings. Both hot lights and electronic flash are used to achieve total control of composition, color, contrast, and reflection. Emphasis is placed on the technical mastery of complex equipment, along with an aesthetic understanding of the physical principles of light. Basic photography experience and knowledge are helpful.

DIPHD280S
Visual Diary
1 semester credit. Through this seminar, students will develop their own visual diary and participate in group discussions and critiques. A diary is a personal written record of our interactions with society and the self. Every artist has kept a personal diary within reach to jot down an idea, a thought, something heard or said, a sketch, or maquette. The seminar especially considers how through the “jotting” down of ideas, great works and masterpieces were subsequently created by renowned artists.

DIPHD280
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
tasks.

The print lab will provide students with the tools for elaborating and printing
their own images.

This class includes experiential learning with CEMI.
Prerequisites: This is an intermediate course. Knowledge of camera functions
is required. Portfolio submission recommended.

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.

DIPHLF280S
Light of Florence and Tuscany
1 semester credit. 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, 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. Basic photography
experience and knowledge are helpful.

DIPHID285
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 difference 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.

The print lab will provide students with the tools for elaborating and printing
their own images.

This course includes experiential learning 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.

DIPHF290S
Fine Art Digital Printing
1 semester credits. This semester introduces the techniques of creating
exhibition-quality digital prints, which require time and expertise. During this
practical, hands-on workshop, students will learn how to bring out detail and
fine-tune color and contrast in specific areas of an image to improve its overall
quality. Topics will include masking techniques, blending mode options,
advanced sharpening techniques, noise reduction methods, and various
means of retouching. A variety of inkjet papers are used for various types of
Epson inkjet printers.

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.

The print lab will provide students with the tools for elaborating and printing
their own images.

This course is also recommended for Communications, Architecture, and
Environmental Studies majors.

This class includes experiential learning with CEMI.
Prerequisites: This is an intermediate course. Knowledge of camera functions
is required. Portfolio submission recommended.

DIPHS590S
Stock Photography, Illustration, and Video
1 semester credit. This course introduces how to create visual art for the
visual media stock market from market research to production strategies to
stay on top of future trends and selling images to a stock agency. Students will
produce stock images in their designated field of study (photography, video,
and illustration).

Prerequisites: Introduction to Digital Photography or equivalent.

DIPHPF310
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.

DIPHPH310
History of Photography
3 semester credits. This course proposes a history and appreciation of
photography from the first photographs taken in the 1820s to the present
day. The following topics will be covered: the work of pioneer photographers
Niépce, Daguerre, and Talbot; the rise and acceptance of photography as an
independent art medium; the aesthetic and humanistic ideas and beliefs of
photographers within their cultural and social contexts; the contribution of
photography to the visual arts of painting, sculpture, drama, film, music,
dance, and literature.

DIPHPF320
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.

DIPHPJ320
Introduction to Photojournalism
3 semester credits. During this two-pronged seminar, students will focus on: 1) the history and study of photojournalism from its genesis/inception to today and 2) exercises 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. 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.

DIPHEP340
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. This placement may require PM shifts or shifts that take place on weekends. 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.

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

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 contemporary criticism. 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. The aim of this course is to equip the student with a foundation in art theory in order to develop an informed critical approach. 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.

DIPHPD380
Illustration Photography and Design
3 semester credits. This course focuses on the creative photography used to illustrate book and magazine covers, magazine articles, and editorials. Through the use of digital photography and photography software, students will learn specific visual techniques to illustrate subjects to be portrayed in publication formats. Students will be challenged and guided by the instructor to come up with a long term book cover project using image compositing. This class includes experiential learning with CEMI. Prerequisites: This is an intermediate course. Knowledge of camera functions is required. Portfolio submission recommended.
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 course work is a preparation for the Solo Exhibit and Publication of Solo Work course. Exercises and assignments will culminate into a final project. This course requires that students 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.

DIPHTA420
Teaching Assistantship I

3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI. Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof of or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available upon request.

DIPHFA450
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 assist with photo assignments. 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. 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. 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.

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.

DIPHEP550
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.

DIVPCP200
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.

DIVPCP205
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.

DIVPPV350
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.

DIVPPV350
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. This placement may require PM shifts or shifts that take place on weekends. 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.

Additional materials/Dress code: Business casual attire for dress code. A DSLR camera with a video function and a lens with a focal length of 55mm or wider is required for this course.

Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview. Portfolio of previous work, video shooting skills, editing software experience.

DIVPSC360 Scriptwriting
3 semester credits. This course provides a detailed exploration of the world of scriptwriting for various formats include TV and radio. Students learn how to write scripts for media outlets according to appropriate professional formats such as films, commercials, talk shows, news broadcasts, etc. Students also develop the basics of understanding the relationship between scripts and the visual storytelling/pre-production process.

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.

DIVPD370 Video and Digital Reporting for the Multimedialized Society
3 semester credits. This course provides a technical approach to the craft of videomaking and digital reporting of web journalism. The lab component will introduce the students to the fundamentals of production platforms, techniques of shooting, editing, and postproduction. Various video and multimedia story formats will be introduced and experimented throughout this course. Students will be involved as video journalists in projects throughout the academic semester with the aim of covering a beat, writing and shooting relevant material, and producing a viable, publishable video story that incorporates the acquired skills of the course. This class includes experiential learning with CEMI.

DIVPP340 Documentary Production
3 semester credits. Through this course, students learn the process of documentary production from concept development to production and distribution. Course topics include the theory of aesthetics and the ethical and practical considerations contributing to successful documentary production. Emphasis will be placed on narrative writing techniques, interview approaches, and live production procedures along with dynamic editing practices. Prerequisites: Advanced Videomaking and Post-Production.

DIVPVS450 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. 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.

Additional materials/Dress code: Business casual attire for dress code. DSLR camera might be needed for certain placements.

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.

DIVCCG50 Introduction to Computer Graphics
3 semester credits. This introductory course provides a foundational knowledge of computer graphics. Course topics include computer-generated art, Adobe Photoshop, photo adjustments and effects, computer drawing, morphing and modeling in Photoshop, and editing. Students will compile a personal portfolio of exercises and projects completed during the term. This class includes experiential learning with CEMI.

DIVCDF190 Visual Communication Design Fundamentals Studio I
3 semester credits. This course introduces students to the study of “elementary principles of perception,” a fundamental tool to understand reality as we perceive it. Students will learn basic cognitive skills that are fundamental to the creative process for developing ideas and concepts in the field of visual communication. Through a series of tasks and exercises, the ubiquitous presence of the aforementioned principles will allow students to see the many aspects of shape, color, space, and movement as manifestations of one coherent medium. Topics include the study of space, color, frame, layout, theory through the principles of Gestalt Psychology, and other fundamental concepts. The course will focus primarily on basic computer programs for visual communication from the Adobe Suite. This class includes experiential learning with CEMI.

Prerequisites: There are no prerequisites for this course. Basic knowledge of Adobe creative suite 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
1 semester credit. This seminar is focused on illustration and narration and aims at improving drawing and design skills with an emphasis on edge, shape, color, and value. Students learn how to apply composition and design, color, and conceptualization to diverse materials and techniques. Illustration software will be used.

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...
Prerequisites: Visual Communication I or equivalent. Knowledge of Adobe layout, logo design, and poster design.

This course includes experiential learning with CEMI.

**DIVCDa240**
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.

**DIVCMa220S**
Presentation Media
1 semester credit. This seminar provides an introduction to the development of effective visual presentations and slide shows in the digital environment. This seminar is designed to teach students competency in recognizing and applying basic visual communication concepts to typographic communication and design principles in order to successfully plan and create a presentation.

**DIVCIni235S**
Introduction to Interface
1 semester credit. This seminar explores interface as the focal point of user interaction in multimedia communication. Seminar activities include discussions of interface theories, analysis of the human-computer interaction and evolving forms of interface, and the current technologies shaping the influence of interface on communication and multimedia.

Prerequisites: Introduction to Computer Graphics.

**DIVCDa240**
Digital Sketchbook
3 semester credits. In this course, students will combine traditional and digital media to create artwork. The courses introduces basic drawing concepts that allow students to practice sketching during sessions that will take place in various locations in the historic center of Florence. Students will work individually to create drawings for computer lab sessions during which work will be chosen, scanned, and digitally painted using design and illustration software. The course will also focus on the concepts of painting that are applicable to both traditional and digital painting, and on software functions that aid with the digitalization of artwork.

**DIVCDi270**
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 I or equivalent. Knowledge of Adobe Suite is required.
This course includes Fab Lab studio hours and experiential learning with CEMI. Prerequisites: Visual Communication II or equivalent. Intermediate knowledge of Adobe Suite is required.

DIVCB310
Commercial and Business Advertising
3 semester credits. The first part of this course will be an overview of the advertising design industry, the roles of advertisers and agencies, and the use of the media. Emphasis will be given to research, generation and development of ideas and concepts (branding, market research, trademarks and logo design) as well as teamwork. Case studies in advertising design with a special emphasis on Italian design will be used. The second part of the course will explore advertising design production in an agency-simulated environment with students working in teams on a specific project.
Prerequisites: Introduction to Computer Graphics.

DIVCB310S
Commercial and Business Advertising
1 semester credit. This seminar provides an overview of the advertising design industry, the roles of advertisers and agencies, and the use of the media. Emphasis will be given to research, generation and development of ideas and concepts (branding, market research, trademarks and logo design) as well as teamwork. Case studies in advertising design with a special emphasis on Italian design will be used.
Prerequisites: Introduction to Computer Graphics.

DIVCP312
Professional Practices
3 semester credits. This course examines how designers and art directors navigate the business side of their professions by learning how to develop professional relationships and practices. Course topics include understanding business documents such as contracts, negotiation, creating estimates, determining fees, business startup and management, promotion, and the ethical and legal issues related to businesses.
Prerequisites: Visual Communication Design Fundamentals Studio I or Introduction to Graphic Design.

DIVCP312S
Professional Practices
1 semester credit. This seminar examines the business involvement and management that designers and art directors may face in their professional relationships and practices. Topics include understanding business documents such as contracts, negotiation, creating estimates, determining fees, business startup and management, promotion, and the ethical and legal issues related to businesses.
Prerequisites: Visual Communication Design Fundamentals Studio I or Introduction to Graphic Design.

DIVCD330
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.

DIVCF320
Food Communication: Designing for the Senses
3 semester credits. This course explores how the senses pervade and drive food presentation concepts. The course will consider how the sensorial aspect has driven the perception and interpretation of food-based subjects in art and design practices. Sight, sound, smell, touch, and taste are the tools analyzed in relation to design principles regarding color, texture, and form, in order to develop and experiment with the food presence in contemporary media. Through the usage of digital illustration and visual communication, course topics consider how each of the senses impact the visual storytelling of food in professional and emerging contexts.
Prerequisites: Introduction to Computer Graphics or equivalent.

DIVCCC325
Creative Communication for the Third Sector
3 semester credits. The first part of the course will examine the strategies and the tools (language, media, style, resources, budget) which non-profit organizations use in their communication campaigns as opposed to other types of commercial advertising messages. Emphasis will be placed on how art and artists communicate ethical issues reflecting the social value and ethical basis of the organization’s work. During the second part of the course students will be divided in work teams to elaborate a specific campaign for a non-profit organization. Students will explore how artists and communication specialists build creative partnerships using case studies and practical evaluative sessions as well analyses of current theories.

DIVCCC325S
Creative Communication for the Third Sector
1 semester credit. This seminar will examine the strategies and the tools used by non-profit organizations in communication campaigns. Emphasis will be placed on how art and artists communicate ethical issues reflecting the social value and ethical basis of the organization’s work. Students will collectively elaborate a campaign for a non-profit organization, to explore how artists and communication specialists build creative partnerships.

DIVCAD330
Introduction to 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.

DIVCAD330S
Introduction to Art Direction
1 semester credit. This seminar introduces 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 a campaign to the requirements of the client.

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.

DIVCWA335
Web Art, Design, and Culture
3 semester credits. This course examines the practical and theoretical issues related to art and design online. Students work with images, text, sound, animation, and hypertext to create artwork and design a portfolio. The course focuses on the creative use of web technologies and examines the cultural implications of DSLR technologies. This class includes experiential learning with CEMI.
Prerequisites: Introduction to Web Design.

DIVCM340
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 involves the community learning with CEMI.

Prerequisites: Introduction to Computer Graphics or Digital Graphic Illustration, or equivalent.

DIVC5340
Semiotics: The Signs and Language of Art
3 semester credits. The main objective of the course is to examine important semiotic tools for the analysis of visual texts. Starting from a point of view based on the production of meaning, lectures will analyze theoretical and methodological instruments for the semiotic investigation of art works in painting, sculpture, architecture, photography, video, and art installation, establishing a continuous communication among diverse technologies. Specific focus will be placed on the analysis of significance and meaning of visual languages used in visual arts. Students will actively participate in the inquiry and will be requested produce individual analyses. Authors such as Barthes, Eco, and Morris will be examined.

DIVC5350
Visual Communication Design Fundamentals Studio IV
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 examine visual design through different media to attain a high level of complex problem-solving skills 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 text. Topics include campaign design and layout, advertising. Guest speakers and site visits will have an important role in this course.

This course includes Fab Lab studio hours and experiential learning with CEMI.

Prerequisites: Visual Communication II or equivalent. Intermediate knowledge of Adobe Suite is required.

DIVC5370
Special Project: Experiential Learning in Visual Communication and Publishing
3 semester credits. This special project course is intended for students who wish to explore and experiment with visual communication. Students create and edit their own digital works. Composite printing and experimentation with different media will also be employed and addressed. Students will participate in the development and production of design materials. 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.

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 and illustration software experience.

DIVC5370
Special Project: Experiential Learning in Visual Communication - Web Editor
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.

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.

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, web back office experience.

DIVC5375
Multimedia Studio II
3 semester credits. The second level of the multimedia studio course focuses on the experience of producing complete, contemporary multimedia works in an artistic, project-based environment. Through a variety of media-related hardware and software, hands-on practice, and instructor supervision, students acquire the necessary skills for advanced-level projects. The creative process is emphasized as an individual process in order for students to develop mature visual identities and expressions in multimedia contexts.

Prerequisites: Multimedia Studio I or equivalent.

DIVC5380
Multimedia Studio II Experiential Learning
6 semester credits. The second level of the multimedia studio course focuses on
on the experience of producing complete, contemporary multimedia works in an artistic, project-based environment. Through a variety of media-related hardware and software, hands-on practice, and instructor supervision, students acquire the necessary skills for advanced-level projects. The creative process is emphasized as an individual process in order for students to develop mature visual identities and expressions in multimedia contexts.

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.

**DIVCMG420**
Motion Graphics
3 semester credits. This course examines areas related to motion formats and the integration of third-party graphics, 3D-warp effects, matte keys, and paint and advanced color correction for online video animation. Digital art and animation is an integral component in the use of digital multimedia presentations and animation. Students create, edit and render characters, scenes, or objects to design and produce multimedia presentations that utilize images, video, and audio resources to deliver an advertising message. This class includes experiential learning with CEMI.

Prerequisites: Digital Animation Intermediate or equivalent.

**DIVCTA420**
Teaching Assistantship I
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI.

Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

**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. 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. Additional materials/Dress code: Business casual attire for dress code. DSLR camera might be needed for certain placements.

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.
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)**

**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 Giotstra 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 Guicciaridi 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.
- 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.

**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**
- 1 or 2-year career programs
- Study abroad programs, short and long-term (see brochure)

**CAREER PROGRAMS**
Career Programs may be taken for one semester, 1 year, or 2 years. Each year is made up of two levels featuring core courses and optional seminars. For program details see brochure.

**ONE-YEAR AND TWO-YEAR CAREER PROGRAMS: ACCESSORY DESIGN AND TECHNOLOGY, FASHION DESIGN AND TECHNOLOGY**

**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: Shoes, Bags and Belts*
3 semester credits. This course is an introduction 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 (including embellished evening bags), small leather goods, gloves, and belts. The course includes a historical overview of personal accessories from ancient Egypt to the present. This class includes experiential learning with CEMI.

**FTADAC201** *Introduction to Accessory Design: Hats, Scarves, and Embellishments*
3 semester credits. This course focuses on the design, construction, and history of hats as well as the development and function of scarves and fashion embellishments. Students will work with experimental materials and will conduct research on innovative materials used in fashion. Students will produce a felt hat as their final project and present their research at the end of the term. This class includes experiential learning with CEMI.

**FTADFW315** *Footwear Design and Construction I*
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.

FTADHC330
Handbag Construction Techniques I
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.

FTADBD338S
Belt Design and Construction
1 semester credit. This seminar allows students to explore belt design methods and acquire basic construction skills. Students will analyze the latest styles, leathers, and components in terms of functionality and different types of materials employed by boot design. Emphasis is placed on the construction techniques used to create boot prototypes. This class includes experiential learning with CEMI.

FTADGDT341
Gloves Design and Construction Techniques
3 semester credits. This course introduces topics related to glove design and construction. Principles of 3D and glove-making techniques are explored and applied to produce wearable creations. Students learn the basic skills of glove construction through the ancient methods of traditional Florentine glove makers. This class includes experiential learning with CEMI. Prerequisites: Introductory accessory design course or equivalent.

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.

FTADFE342S
Feathers and Experimental Materials
1 semester credit. This seminar introduces ornamentation techniques to apply feathers and experimental materials to apparel and accessory-based designs. Basic patternmaking skills used in the construction of handbags, belts, and hats will be explored and practiced.
FTADT3485
Traditional and Experimental Headwear
1 semester credit. This seminar introduces basic patternmaking skills for the creation of headwear such as a stylized beret, cloche, and fabric hat. Students experience the basic elements of millinery and hat design through a hands-on approach.

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 a in-depth understanding of the material.

FTADSH349S
Florentine Straw Hat and Bag Design and Production
1 semester credit. This seminar introduces students to the fundamental design and construction elements of straw accessories. Basic design skills and millinery methods and patterns are practiced in order to gain familiarity with this unique material.

FTADFP350
Special Project: Experiential Learning in 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. This special project involves proposing, designing, and producing high quality garments and accessories for FLY, whose merchandise sales generate scholarships for future fashion students and represent the categories of emerging Italian designers, high quality vintage, and items created through the academic outcomes of FUA students and faculty. 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.

Additional materials/Dress code: Business casual attire for dress code.
Prerequisites: Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

FTADAS355
Accessory Studio I
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.

FTADLB360
Line Building for Accessories I
3 semester credits. This course introduces the principles of line building. By focusing on a specific season and concept, students design their own collection of accessories. Emphasis is placed on the construction and execution methods of each project.
This class includes experiential learning with CEMI.

FTADLB365
Line Building for Accessories Experiential Learning
6 semester credits. This course introduces the principles of line building. By focusing on a specific season and concept, students design their own collection of accessories. Emphasis is placed on the construction and execution methods of each project.

FTADAC370
Accessory Collection Design and Production I 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.

FTADFW380
Footwear Design and Construction II
3 semester credits. This course builds previously gained skills related to three-dimensional sketching and renderings and examines how they are applied to accessory design. Through a concentration on design detail, students gain design knowledge for footwear, handbags, leather goods, hats, and belts. The course provides students with advanced techniques to develop design projects for accessory creation. 3D computer design techniques, construction techniques, and strategies for visual presentation will be examined during the course.
This class includes experiential learning with CEMI.
Prerequisites: Accessories Studio I or equivalent.
dedicated to footwear design and construction. Students will continue to build on previously gained knowledge and practice of Italian footwear techniques in order to take on diverse models in terms of difficult styles, components, and embellishments. By the end of the course, students will produce and present an original, finalized product from prototype design to construction. This class includes experiential learning with CEMI.

**Prerequisites:** Footwear Design and Construction I.

**FTADTC350**  
Handbag Construction Techniques II  
3 semester credits. This advanced-level course builds on previously gained knowledge of handbag skills by analyzing diverse forms of construction and applying a greater variety of accessory components to handbags. Starting from students’ knowledge and experience with constructing handbags, the coursework takes into consideration working with iconic and significant forms in accessory history while final projects challenge students to experiment with more detailed and elaborate structures, shapes, and components. This class includes experiential learning with CEMI.

**Prerequisites:** Handbag Construction Techniques I.

**FTADLD400**  
Line Development for Accessories II  
3 semester credits. This course further builds on the process of taking accessory design from concept to reality by analyzing market-related issues and focusing on production, pricing, and distribution. Students apply their previously gained knowledge and experience of materials, color, pattern choices, sourcing, surface design options, product development, consumer behavior, and financial factors to a more complex and technically elaborate accessory line development. Students will draft designs for a senior-level collection according to the factors related to line development. This class includes experiential learning with CEMI.

**Prerequisites:** Line Development for Accessories I.

**FTADAC410**  
Accessory Collection Design and Production II Experiential Learning  
6 semester credits. This course is the second and final part of an advanced-level series in which students develop and refine skills related to building accessory collections. Students will work on advanced patterns and samples to create prototypes for the final project. The objective of this level is to conceptualize and create an original, senior-level accessory collection according to industry standards for construction techniques and presentation materials to support the collection. Topics also include areas regarding the financial and commercial aspects of accessory design. 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 Collection Design and Production I or equivalent.

**FTADTA420**  
Teaching Assistantship I  
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI.

**Prerequisites:** First-year Career Program courses or equivalent. To be eligible students must produce proof or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.
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.

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.

FTFCGS520
Glamour and Style: The Pitti Fashion Shows
3 semester credits. Prior to the postwar period, Italian fashion and design were limited to tailors and seamstresses. This course addresses how this changed with Pitti Immagine and the boom of the 1950s. Pitti Immagine is analyzed as the organizer of some of the world’s most important fashion events such as international clothing and textile fairs, as a significant channel of communication in the fashion industry, and for the cultural and research initiatives dedicated to the aesthetic expression and global evolution of taste. Topics will analyze the evolution of the Pitti fashion events from its historic origins throughout the decades to its current position in the Italian and international fashion.

FTFCGS520S
Glamour and Style: The Pitti Fashion Shows
1 semester credit. This seminar examines Pitti Immagine and its position in the Italian and international fashion industry. Pitti represented a watershed moment for Italian fashion in the postwar period, and seminar topics address the evolution of the organization’s role, organized events, communication, and overall influence on fashion throughout the decades.

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.

FTFCPF280S
Faces, Facts, and Places in Italian Fashion
1 semester credit. This seminar offers an exploration of the influential people, happenings, and locations that have contributed to Italian fashion history and its current contemporary evolution. Case studies will be presented and analyzed, and students will have the opportunity to visit significant locations in Florence related to luxury and niche fashion brands and companies.

FTFCF3290
Fashion Icons: Trends and Lifestyle
3 semester credits. This course features a sociological journey in recent history seen through the lives and styles of the most influential women of the twentieth century from Jacqueline Kennedy to Lada Gaga. Fashion icons from varying backgrounds and occupations will be analyzed such as Marilyn Monroe, Audrey Hepburn, Queen Elisabeth II, Madonna, as well as their Italian counterparts. 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.
The Department of Fashion Design and Technology offers courses covering fashion design and production. It 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 design and creations. Its main practical focus is on patternmaking, knitting, sewing, and construction techniques.

FTFCAV350 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.

FTFCCF390 Fashion Show Production, Coordination, and Promotion I
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.

FTFTA420 Teaching Assistantship I
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI.
Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

FTFCCF430 Fashion Show Production, Coordination, and Promotion II
3 semester credits. In this advanced course, students develop their previously gained knowledge of fashion show planning in order to further increase skills related to promotion and coordination. An in-depth analysis of the financial management and marketing and promotional budgets is addressed, as well as the implementation of successful communication strategies to increase brand visibility. The final project will involve developing a thorough and articulated fashion event proposal for an emerging local designer in order to practice management, coordination, and leadership strategies.
Prerequisites: Fashion Show Production, Coordination, and Promotion I.

DEPARTMENT OF FASHION DESIGN AND TECHNOLOGY

The Department of Fashion Design and Technology offers courses covering fashion design and production. It 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 design and creations. Its main practical focus is on patternmaking, knitting, sewing, and construction techniques.

FTFDHf200 History of Fashion Design
3 semester credits. This course presents a visual history of fashion from ancient Egypt to the present, with particular emphasis on European fashion history from the mid-19th century to contemporary style practices. The course will analyze the development of Italian fashion design from the 1950s onwards in terms of Italian quality and fashion identity. An study of social, political, aesthetic, religious, moral, popular, and folkloristic factors and their role in shaping and influence costume will also be covered.

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.

FTFDIT215 Introduction to Textiles: Special Clothing Design
3 semester credits. This course is an introduction to the qualities and properties of fabrics used in the fashion industry. Topics include fabric quality, selection and construction, fibers, yarns, and the care and finishing of textiles. The correlation between textiles and clothing design will also be discussed. Particular attention will be given to Italian fabrics and regions where the textile industry has had a strong impact, such as the city of Prato in Tuscany. Lectures will be supplemented by on-site visits to local textile factories, fashion industry events, and museums.

FTFDilded230 Fashion Design Studio I
3 semester credits. This course is an introduction to creative design development and fashion design skills. Topics include design processes, trend research, storyboard creation, color, fabric selection, draping design concepts, design innovation, and the 2D to 3D development of creative ideas. Students will gain practice in these areas through projects and will also be introduced to the basics of 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.

FTFDDR240 Draping
3 semester credits. In this course, students learn the art of clothing construction by using draping techniques. Custom patterns of various designs will be draped. Course topics consider how patternmaking by draping of custom patterns in muslin on dress forms or live models for some garments while others are cut in the intended fabric and subsequently constructed. Individual designs of dress forms will be demonstrated and practiced.

FTFDlderdr240S Draping
1 semester credit. This seminar introduces draping techniques used in the creation of garments. Students will experiment with custom patterns for draping, and learn the various methods and approaches available in using draping techniques for fashion design and construction.

FTFDGrd250 Fabric Design and Decoration
3 semester credits. This seminar introduces the elements of fabric design and decoration through creative and technical approaches to textiles. Students will experience both the artistic and scientific perspectives of textiles by studying the various techniques related to textile design and production. As a final seminar outcome, students will work on mood boards that express specific proposals for new textiles based on current trends and personal vision.

FTFDlderdr250S Fabric Design and Decoration
1 semester credit. In this seminar the creative as well as the technical side of textile design are combined. The science of textiles together with artistic ability engage the students in developing special techniques, which are then given practical application. Techniques like swatch weaving, direct painting, tie dye, different types of prints, color discharge, embroidery, lace embroidery,
heat transfer and others such as quick sketch pattern repeats and packaging are applied. With fashion trends, the textile lines are conceptualized on mood boards with fabric stories, color tabs, fashion figures and textile samples.

**FTFPDM260**
Patternmaking
3 semester credits. This course introduces students to the principles, drafting, and execution of flat patterns for garments. Course topics focus on the development of a variety of slopers, collars, sleeves, and bodice styling. Students will produce original pattern designs from concept and design to completion using simple textiles such as cotton. This class includes experiential learning with CEMI.

**FTFDKW270**
Knitwear I
3 semester credits. This course familiarizes students with the world of knitwear and a general knowledge of knitwear styles. Students will be introduced to prominent examples of fashion designers who create knitwear and to the technical instruments, tools, and methods of creating knitwear products. Emphasis is placed on learning the standard knitting techniques, draping and patternmaking practices in the knitwear industry and on the industrial methods to develop knit designs. Course topics also cover various design aspects, yarn categories, color, fabric structure, and fashion trends in knitwear.

**FTFDKW270S**
Knitwear I
1 semester credit. This seminar introduces topics related to the world of knitwear and knitwear production. Topics cover knitwear styles, instruments, techniques, materials, fabric structure, and fashion trends in knitwear. Students will experience hands-on the techniques used to create quality knitwear.

**FTFDHT275**
High-Tech Fabric Design
3 semester credits. The development, design, and use of hi-tech fabrics in fashion including sportswear is the main focus of this course. Emphasis will be placed on how technology and the subsequent creation of new fabrics have allowed for a transformative and evolutionary design process in the fashion industry. The characteristics and functionality of high-tech fabrics as well as the development process will be examined in-depth.

**FTFDES280S**
Eco-Sustainable Fabrics and Fashion Design
1 semester credit. Socially responsible and ecologically friendly fashion examines where garments come from, what they are made of, and how they are produced. Eco-friendly design encourages fashion designers and consumers to embrace a more conscious and sustainable approach to the future. This seminar focuses on the development of sustainable fashion from the design concept to research, development, and manufacturing according to principles of sustainability. Lecture and discussion topics feature case studies, fair-trade, corporate responsibility, slow fashion, and eco-certification. Students will analyze eco-sustainable fabrics and textiles to construct a prototype.

**FTFDG290**
Creative Garment Recycling: Construction and Deconstruction
3 semester credits. The green and sustainable approach to fashion is examined through this unique course on garment recycling in the fashion industry. The lecture component of the course focuses on how art and fashion are intertwined in the garment deconstruction process and design methodology. Students will design their own deconstructed/reconstructed creations using recycled materials, clothing, and accessories.

**FTFDK300**
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 single and double flat 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: Knitwear Design or equivalent.

**FTFDST300**
Silkscreening Textile Printing and Design
3 semester credits. This is a textile surface design course with an emphasis on learning textile design patterns and creating printed fabrics. Coursework will cover design exercises, sources of inspiration, pattern repeat systems, preparation of designs for printing, and the registration and printing of fabric lengths.

Prerequisites: Foundation Painting or equivalent.

**FTFDAP310**
CAD for Fashion / Advanced Patternmaking
3 semester credits. This course introduces the use of pattern design software for fashion production. By using the CAD system, students will recreate pattern design techniques by transferring ideas to the digital format to modify designs. Students will develop patternmaking skills through the usage of software tools designed for advanced pattern techniques, increase pattern design competency and creativity, and work with computerized automation with design tools for pattern development.

**FTFDSS330**
Sports and Swimwear Design
3 semester credits. This course examines the challenge of designing and constructing sports and swimwear through an in-depth appreciation of consumer needs in terms of comfort and performance. Topics also analyze the technical and physical limits of the materials and production methods employed. A wide variety of garments for sports activities will be presented. Original designs are produced using flat pattern and draping techniques according to industry-specific construction methods.

**FTFDSS330S**
Sport and Swimwear Design
1 semester credit. This seminar introduces the design and construction aspects of sports and swimwear in terms of comfort and performance. Students will experiment with the technical and physical properties of the materials employed by the industry along with garment creation. Flat pattern and draping techniques will be utilized during the seminar.

**FTFDBD335**
Bridal Design Techniques and Construction
3 semester credits. This course is based on bridal fashion and accessories. A historical and cultural background of industry development, contemporary trends and practices, and an overview of diverse markets (Europe, USA, etc.) will be covered in-depth. Students be introduced to design techniques in order to experiment with bridal fashions. By the end of the course, students will
produce a portfolio of bridal designs and complete a finished product of their own creation.

FTFDDB335
Bridal Design Techniques and Construction
3 semester credits. This seminar introduces various topics related to bridal fashion and accessories. Lecture topics include the history and background of the bridal industry as well as country comparisons in terms of bridal product markets. Students will experiment hands-on with garment or accessory components of bridal creations.

FTFDTA340
Tailoring
3 semester credits. This course provides the general knowledge and skills needed to progress from basic garment construction methods to custom tailoring. Students learn tailoring through both traditional and experimental techniques, and develop the skills and techniques necessary to produce tailored slacks and vests for womenswear. Topics include construction processes, assembly procedures, selection of trimmings, fabric cutting, and fabrics and finishes for womenswear jackets, toppercoats, and overcoats. Emphasis is placed on shaping garments through design, pressing techniques, awareness of the relationship between human form and apparel design, and fabric knowledge for draping. Prerequisites: Draping I.

FTFDLT340
Leather Technology
3 semester credits. This course offers the opportunity to study several ornamentation techniques such as trapunto, welting, pleating, inlay, and weaving. Students learn the 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 class includes experiential learning with CEMI. Prerequisites: Introductory accessory design course or equivalent.

FTFDLP350
Special Project: Experiential Learning in Fashion Industry Fashion Design 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. This special project involves proposing, designing, and producing high quality garments and accessories for FLY, whose merchandise sales generate scholarships for future fashion students and represent the categories of emerging Italian designers, accessories for FLY, whose merchandise sales generate scholarships for future fashion students and represent the categories of emerging Italian designers. Lecture topics include the history and background of fashion and accessories. Prerequisites: Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area. Interview.

FTFDHC352
Haute Couture Sewing Techniques and Construction
3 semester credits. This course explores the world of the haute couture and the quality, precision, customization, and craftsmanship required by haute couture garments. Students learn the finest sewing techniques as practiced in couture ateliers such as cutting, hand-stitching, seam and hem finishing, pocket construction, pressing, and finishing. Prerequisites: Fashion Design Studio I or equivalent.

FTFDDE354
Decoration and Embellishment Techniques in Haute Couture
3 semester credits. This advanced course allows students to apply previously gained knowledge and skills to design and use of embellishments for haute couture garments. The techniques of quilting, pleating, and trapunto as well as the application of beads, gems, pearls, rocailles, and sequins will be instrumental in the final creation of an original piece. Prerequisites: Fashion Design Studio I or equivalent.

FTFDCE355
Fashion Collection Design and Production I Experiential Learning
6 semester credits. This course teaches students how to create and develop fashion collections (casual and classic womenswear or menswear) for diverse markets by using appropriate 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. Students will work on prototypes and create a capsule 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 Studio I or equivalent.

FTFDKW360
Knitwear II
3 semester credits. This course further develops previously gained knowledge and understanding of knitwear techniques. Topics examine in deeper detail materials such as yarn and yarn types suitable for knitwear due to construction and fiber content, as well as the technology involved in producing blended yarns. The role and importance of yarn ply will also be examined. Students will work on individual designs for course projects. Prerequisites: Knitwear I.

FTFDKW3605
Knitwear II
1 semester credit. This seminar will further examine the world of knitwear through a close analysis of the materials utilized in knitwear products. Materials such as yarn and its construction, fiber content, and ply will be studied for their role and importance in knitwear design. Students will practice hands-on the techniques introduced through seminar discussion. Prerequisites: Knitwear I.

FTFDLD370
Line Development for Fashion I
3 semester credits. This course focuses on the process of transforming fashion design concepts 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 product development and production costs and pricing decisions, financial planning, and sourcing of available resources. Prerequisites: Apparel Design, Fashion Design Studio II, or equivalent.

FTFDSD370
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 design collections by exploring and analyzing 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 behavior, products, and materials of the fashion industry. This class includes experiential learning with CEMI.

Prerequisites: Fashion Design Studio.

**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 design collections by exploring and analyzing 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 behavior, 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.

**FTFDLL380**
Lingerie Line Development
3 semester credits. This course offers an overview of line development processes in the intimate apparel industry. Through industry research, students will analyze the different market classifications, trend forecasting, and merchandising processes in developing an intimate apparel product. Terminology, product development, pricing, advertising are covered.

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 sewing design strategies as employed by industry standards, allowing students to create and finish garments using a variety of materials and textiles. This class includes experiential learning with CEMI.

Prerequisites: Sewing and Construction Techniques I.

**FTFDLD400**
Line Development for Fashion II
3 semester credits. This course further builds on the process of taking fashion design from concept to reality by analyzing market-related issues and focusing on production, pricing, and distribution. Students apply their previously gained knowledge and experience of materials, color, pattern choices, sourcing, surface design options, product development, consumer behavior, and financial factors to a more complex and technically advanced fashion line development.

This class includes experiential learning with CEMI.

Prerequisites: Line Development for Fashion I.

**FTFDPC410**
Fashion Collection Design and Production II Experiential Learning
6 semester credits. This course is the second and advanced level of fashion collection design in which students develop and refine skills related to building fashion collections. Students will prepare a collection according to resource development, fabric selection, estimating costs, and advanced pattern and garment production. The objective of this level is to conceptualize and create an original collection according to industry standards for construction techniques and presentation materials to support the collection. Students will work on prototypes and create a full, senior-level collection.

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 Collection Design and Production I or equivalent.

**FTFDVA420**
Teaching Assistantship I
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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.

This class includes experiential learning with CEMI.

Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

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**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.).

**FTFMMC285**
Fashion Merchandising
3 semester credits. The course is designed to give students the essential background necessary to coordinate the creative and business ends of the industry. It 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. The main principles of Fashion Merchandising will be covered including complete procedures of how to plan, select, price, and sell fashion goods. Students will gain a clear understanding of merchandise
systems, product development, sourcing, and production. Given the importance of the textile industry in Italy, emphasis will be placed on textiles, fibers, and yarns. The course will also address the analysis of wholesale, retail, advertising, promotion, merchandising, and apparel management practices of the fashion marketing industry with a specific focus on Italy. Planning, developing, and presenting product lines for identified target markets regarding pricing, assortment, styling, and timing, as well as theory, principles, and practice of apparel merchandising and buying are also examined through course topics.

**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.

**FTFMFM325**  
Visual Merchandise and Display  
3 semester credits. This course examines the creative field of visual merchandising and its importance to the retail and fashion industries. Students develop skills in the evaluation and implementation of visual merchandising concepts. The key elements covered include merchandising, principles and elements of design, terminology, and evaluation.

**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 as events. The final part of the class will include career guidance and marketing and promotion principles to build a customer base.

**FTFMFB340**  
Fashion Brand Management  
3 semester credits. Fashion brand management is the art of creating, preserving, and reshaping the identity of a fashion brand. It works through various channels in merchandising, marketing, and communication in order to meet the expectations of a fashion brand’s vision and strategy. This course is intended for students interested in understanding the knowledge of branding, specifically for the fashion and luxury goods industries. The course will provide a range of concepts to improve the practical and organizational management of a brand within the fashion organization. Participants learn how to adapt communication, marketing, and promotional techniques to reach sales goals and fully apply the key strategies of luxury businesses. In addition to a focus on the intangible elements’ customer relationships, the impact of social media and the consumer “experience” the course critically analyzes the more tangible elements of branding such as product attributes (quality, features, and design) and the difference between brand image and brand identity, packaging, and labeling. Further topics will include understanding fashion brands from the consumer’s perspective and building and measuring brand equity.

**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. The fashion retail management special project involves store organization, business procedures and client relations. Students 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 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. Additional materials/Dress code: Business casual attire for dress code 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. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.
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 and Luxury 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

- 1 or 2-year career programs
- Study abroad programs, short and long-term (see brochure)

CAREER PROGRAMS

Career Programs may be taken for one semester, 1 year, or 2 years. Each year is made up of two levels featuring core courses and optional seminars. For program details see brochure.

ONE-YEAR AND TWO-YEAR CAREER PROGRAMS:

- Eco-Sustainable Design, Luxury Design

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.

IDRHS125

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.
production, technology, ergonomics, and context.
and the history of Italian design and furnishings in terms of style, materials,
industrial design to architecture, economic and social influences of design,
with architectural context. Topics include the relationship of interior and
Furniture and other single elements of interior design will be examined along
day. This historical context of interior design will be set within the framework
critical analyses of heritage and context. The tools, technologies, and their
between architecture and the surrounding environment, documentation, and
of spaces and details in buildings, architectural restoration, the relationship
techniques of architectural survey and restoration. Main topics feature survey
historical buildings. Through the study of the traditional building techniques,
conservation status of architecture and to define the necessary intervention to
increase energy savings without compromising original and historic features.
Students will analyze concepts of sustainable design and an integrated design
process along with an introduction to historic preservation in order to balance
goals related to both sustainability, operations, and maintenance. The study of
sustainable design principles will enable students to create projects featuring
high-performance buildings.

3 semester credits. This course introduces the student to the fundamental
techniques of architectural survey and restoration. Main topics feature survey
of spaces and details in buildings, architectural restoration, the relationship
between architecture and the surrounding environment, documentation, and
critical analyses of heritage and context. The tools, technologies, and their
application in survey and restoration are covered.

3 semester credits. This course provides a historical survey of interior and
industrial design from the 19th century Industrial Revolution to the present
day. This historical context of interior design will be set within the framework
of social, artistic, economic, political, technological, and scientific issues.
Furniture and other single elements of interior design will be examined along
with architectural context. Topics include the relationship of interior and
industrial design to architecture, economic and social influences of design,
and the history of Italian design and furnishings in terms of style, materials,
production, technology, ergonomics, and context.

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.

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.
IDRHA3955

Art and Architecture in Florence and Tuscany
3 semester credits. This course explores the principal architects and artists, monuments, and themes from the fifteenth and sixteenth centuries in Italian art and architecture. Class time is divided equally between lectures and on-site visits in the city of Florence. Emphasis will be placed on Renaissance architecture in Florence and will also include architectural developments in other Italian towns. Special topics will include architectural theory, the Medici and papal patronage, urban planning, and church and palace design. Coursework will focus on important figures such as Brunelleschi, Alberti, Michelozzo, Michelangelo, and Leonardo, in addition to visits to key Renaissance buildings and urban spaces in Florence.

IDRHA4360

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 Boulée 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.

IDRHL360

Gardens of Love: Green Paradises in Italy from the Renaissance to Our Age
3 semester credits. This course analyzes the concept of the Garden of Love starting from the mythical Garden of Eden as a symbol and model for all enclosed gardens. The Renaissance brought together in garden design all elements of classical antiquity and Christian iconography through exotic plants and new horticultural techniques. The gardens of Renaissance Florence set a standard adopted in much of Europe from the 15th century onward. Baroque developments can be seen in the more theatrical gardens of Lucca and in the opulent gardens of the Roman countryside. Romantic ideas challenged the Italian-inspired model of the formal garden and from the late 18th century, the English landscape style became popular throughout Europe. This Romantic style of planting often replaced complex formal gardens with more naturalistic sweeps of planting, highlighted at times by architectural “ follies” or exotic statues. From the early 20th century there has been a revival of the formal layout of the Renaissance and Baroque in very successful Neo-Renaissance gardens. Visit to gardens in Florence and Italy form an integral part of this course.

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.

IDDAAP320

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.

IDDAAP420

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. 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. Additional materials/Dress code: Business casual attire for dress code. 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. The course will discuss both the technical (architectural drawing, plans, facades, sectional drawing, space planning, color development, etc.) and the theoretical aspects of interior design. Students will also be given an...
overview of the history of interior design, technology, and materials. Site trips are an integral part of the course curriculum. This class includes experiential learning with CEMI.

**IDIDD310**
Introduction to Industrial Design
3 semester credits. This course is an introduction to the principles of industrial design. Course topics cover the terminology, process, and methodology of product development and the relevance and importance of two and three-dimensional sketching in problem-solving situations. Through lectures, discussions, and exercises (2D and 3D representations for both individual and group projects), students will explore industrial design as a creative process. Students will also become familiar with the history of industrial design, its major innovations and key figures, with particular emphasis on Italian designers whose work will be examined on-site.
This class includes experiential learning with CEMI.

**IDIDTD220**
Technical Drawing and CAD
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.

**IDIDH250**
History of Interior and Industrial Design
3 semester credits. This course provides a historical survey of interior and industrial design from the 19th century Industrial Revolution to the present day. This historical context of interior design will be set within the framework of social, artistic, economic, political, technological, and scientific issues. Furniture and other single elements of interior design will be examined along with architectural context. Topics include the relationship of interior and industrial design to architecture, economic and social influences of design, and the history of Italian design and furnishings in terms of style, materials, production, technology, ergonomics, and context.

**IDIDIL2705**
Introduction to Lighting
1 semester credit. This seminar introduces students to the art and technology of lighting and explores the use of lighting as a design element in the interior environment. Topics include installations, calculate lighting levels for interiors, light fixtures, and technical and aesthetic issues in lighting.
Prerequisites: Introduction to Interior Design.

**IDIDIL270**
Introduction to Lighting
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.
This class includes experiential learning with CEMI.
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, furniture, and interior spaces.
This class includes experiential learning with CEMI.
Prerequisites: Technical Drawing and CAD or equivalent.

**IDIDD300**
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.

The emphasis of course topics is to introduce the student to 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.
This class includes experiential learning with CEMI.
Prerequisites: Introduction to Interior Design or equivalent.

**IDIDWD315S**
Winery Design
1 semester credit. This special-topic seminar introduces the fundamentals of winery design. Unique examples of wineries will be examined for layout functionality, along with factors such as location, geographic positioning, the influence of meteorological conditions, aesthetics, and construction processes.

**IDIDRD320**
Residential Interior Design
3 semester credits. This course allows students to develop skills for finding efficient solutions to multi-functional residences such as apartments, lofts, or small one-family houses. Students are encouraged to analyze design solutions that focus on decorative and architectural approaches. Particular attention is given to building code issues, space planning, and furniture arrangement. Students projects will be presented and illustrated with technical drawings, renderings, reference images, and descriptions of materials and fabric.
This class includes experiential learning with CEMI.
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 mediains.
Students will work on technical exercises and projects. Lectures and site visits are an integral part of the course curriculum.
This class includes experiential learning with CEMI.
Prerequisites: Introduction to Interior Design or equivalent.

**IDIDRS340**
Retail Space and Public 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 class includes experiential learning with CEMI.
Prerequisites: Intermediate Interior Design or equivalent.

**IDIDLD345**
Luxury Design I Experiential Learning
6 semester credits. This course is intended for students whose studies are focused on luxury design and wish develop their acknowledgement and skills. Lectures and discussions on fundamentals will enhance knowledge of this subject and lead student to develop their skills in interior design projects.
Prerequisites: Intermediate Interior Design or equivalent.
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.

IDIDMD350
Materials and Methods in Industrial Design 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.

Prerequisites: Introduction to Industrial Design or equivalent.

IDIDHD335
Hotel Design and Planning

3 semester credits. This course is based on the design and planning of hotel structures. Topics focus on all of the phases of creating and constructing a hotel, starting from the initial creative stages of designing on paper and with software the look, color schemes, and functionality of the structure. Students then compare the structural problem-solving issues raised such as energy conservation, space efficiency, and structural efficiency. The discussion of contractual procedures of drafting documents and contracts enables the student to envision hotel planning in all phases of evolution, which are projected onto their personal vision of a hotel for the final portfolio.

This class includes experiential learning with CEMI.

Prerequisites: Introduction to Interior Design or equivalent.

IDIDLG360
Landscaping and Garden Design

3 semester credits. The course provides students with the technical media to plan and organize the composition and planting of gardens. The aim of the course is to develop skills for creating stylish outdoor living spaces and gardens through the use of plants, furniture, materials, and techniques. Students are encouraged to analyze the characteristics of different plants and planting schemes from an architectural and a decorative approach. The course will start with an analysis of famous historical gardens in Italy, their location and positioning, and weather and climate conditions. During the second half of the course, students design individual projects through the development of idea expression through visual media and the use of drawing techniques for visual representation in terms of plan, section, and axonometric drawing. Topics include an introduction to computerized drafting and drawing.

Prerequisites: Introduction to Interior Design or equivalent.

IDIDL336
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, finishes, 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.

IDIDST370
Deluxe Hotels Experiential Learning

6 semester credits. This course analyzes all aspects related to planning luxury hotel interior design, elegant and sophisticated furniture, new materials, the use of color, and the strategic role of lighting and sound devices while also focusing on the evolution of the market and new hotel common spaces that are undergoing change. Hotels today increasingly host new functions to become versatile spaces open to city life. Also studied is the concept of innovating common areas, which impacts the rethinking of the hotel organization of spaces and furnishings.

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 Interior Design or equivalent.

IDIDSD350
Spa Design

3 semester credits. This specialized course examines the elements that define a spa project. Starting from a vision and concept, students will develop their projects in terms of market positioning and branding, spa space planning and preliminary design, budget, and equipment selection. Topics will be organized in an interior design scheme to achieve an aesthetically and functionally viable pattern. The course also focuses on architectural design strategy, and students will work on the coordinating interior materials and finishes of their projects.

This class includes experiential learning with CEMI.

Prerequisites: Introduction to Interior Design or equivalent.

IDIDLD390
Luxury Design II Experiential Learning

6 semester credits. This is an advanced-level course intended for students who wish to further develop and experiment skills in luxury design. Students create their own digital works that will be edited and finalized for presentation purposes. Experimental presentation techniques will also be employed in order to obtain and complete final 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: Intermediate 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 assist the organization with logistical duties. Students will involve students in 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. 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.

Additional materials/Dress code: Business casual attire for dress code.

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 AND LUXURY DESIGN

The Department of Product Design is structured to provide an overview of both basic design skills and specialized approaches in more specific product sectors such as transportation and yacht design. Courses also feature product packaging and visual merchandising.

IDPDPl330
Product Packaging and Labeling
3 semester credits. This course is designed to give students a comprehensive overview of the techniques used to enhance the aspects of packaging. The course content includes: history and principles of packaging and labeling, functions of packaging, format and structure of ads, packaging trends, planning and designing product packaging. Graphics, color theory, cultural-social-economic impact, the study of logos as well as important Italian and international package and product designers will be examined. Students will work on individual projects and in small groups planning new graphic strategies for marketing campaigns.
Prerequisites: Introduction to Industrial Design.

IDPDPl335
Product Design
3 semester credits. This course fosters an understanding of the design of three-dimensional objects that have a specialized function in domestic or hospitality contexts and a low-medium complexity. During the course, students are introduced to the world of products for interiors in which Italy is a market leader. Case studies of well-known designers and their different styles will be examined. Students develop their projects through research, create prototypes, and analyze production costs.
This course includes experiential learning with CEMI.
Prerequisites: Introduction to Industrial Design or Introduction to Industrial Design.

IDPDPl330
Product Design Experiential Learning
6 semester credits. This course fosters an understanding of the design of three-dimensional objects that have a specialized function in domestic or hospitality contexts and a low-medium complexity. During the course, students are introduced to the world of products for interiors in which Italy is a market leader. Case studies of well-known designers and their different styles will be examined. Students develop their projects through research, create prototypes, and analyze production costs.
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 Industrial Design or Introduction to Industrial Design.

IDPDPl336
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.

IDPDPl330
Luxury Furniture Design
3 semester credits. This course covers the fundamental design processes through which products are conceived, developed and fabricated. Student will evaluate ergonomic criteria, safety requirements, and construction techniques and the appropriate use of materials and details for style, comfort, utility, and durability. Drawing techniques, sketching, computer renderings, scale models or prototypes will be an essential component of the course.
This course includes experiential learning with CEMI.
Prerequisites: Introduction to Interior Design or equivalent.

IDPDPl330
Food Product, Packaging and Labeling I
3 semester credits. This course is designed to provide a comprehensive overview of the techniques used to enhance the aspects of food packaging. The course content addresses principles of food packaging and wine labeling, functions of packaging, format and structure of food-related advertisement, packaging trends, and the planning and designing for product packaging.
Prerequisites: Introduction to Design or equivalent.

IDPDPl360
Food Product Packaging and Labeling II
3 semester credits. This intermediate course provides a more complex analysis of food packaging trends, product protection, convenience and portability, and product promotion and strategies. Students will work on individual projects as well as in groups to plan new graphic design strategies for marketing campaigns in the gastronomic sector using product packaging to capture the consumer's attention. Emerging topics and trends in the food industry will be considered in terms of design and environmental sustainability.
Prerequisites: Food Product Packaging and Labeling I or equivalent.

IDPDPl330
Yacht Design
3 semester credits. This course builds the knowledge and fundamental design skills related to yacht design. Course topics include a review of the basic notions of physics and mathematics related to boats, performance and aesthetics in yacht design, and drafting. Students will examine various yacht models and designers to compare and contrast design methods as the research basis for developing the final project.
Prerequisites: Introduction to Industrial Design or Introduction to Product Design, or equivalent.

IDPDPl330
Teaching Assistantship II
3 semester credits. The second level of teaching assistantship is open to students with an advanced academic standing and who have already completed a prior TA experience. TA students further develop faculty assistance such as course and classroom assistance and management through a higher level of involvement and competency building. Leading selected classroom activities and contributing to lectures are examples of course outcomes for the second level. TA students will also experience an increased level of communication management for course interaction between students and the teaching faculty. This class includes experiential learning with CEMI.
Prerequisites: Teaching Assistantship I or equivalent. To be eligible students must produce proof of having successfully completed the necessary preliminary courses and having reached the required course levels at their home institution. Further guidelines on admission are available upon request. Resume submission required.
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.

IDSAGR325
Global Recycling Policies
3 semester credits. This course examines the history of public recycling for environmental conservation, referable purchasing, and other product reuse policy strategies. Topics focus on business aspects and case studies for product stewardship and strategies to reduce the influence of products on the environment. International approaches such as the European, North American, and Asian policy movements are considered, and the context for product policy in the US is also highlighted with an overview of product-specific approaches. The course features an analysis of the tools available to policymakers in order to promote product policy including laws, voluntary agreements, and demonstration projects.

IDSAGR3255
Global Recycling Policies
1 semester credit. This seminar examines the history of public policy related to recycling policies and product policies in reference to recycling. Students will compare and analyze policy making in diverse geographic regions of the world such as Europe, North America, Asia, etc., in order to gain an understanding of the global direction towards environmental conservation. Topics also include the tools and applications utilized by policymakers.

IDSAPS330
Project for Sustainable Interior Design I
3 semester credits. This course provides students with both the conceptual framework and analytical tools for designing with sustainable materials. The approach focuses on simple methods consisting of unique tools that guide the green novice or design veteran in analyzing the sustainability of a wide range of products and materials. Through the practical experience, students explore the design process and create sustainable furniture, products, or interior design objects from select materials. The tools and emerging practices provided during the course aid in evaluating materials for high-performance residential and commercial interior design projects, furnishings, and green products. This class includes experiential learning with CEMI.

IDSAPS335
Project for Sustainable Interior Design I Experimental Learning
6 semester credits. This course provides students with both the conceptual framework and analytical tools for designing with sustainable materials. The approach focuses on simple methods consisting of unique tools that guide the green novice or design veteran in analyzing the sustainability of a wide range of products and materials. Through the practical experience, students explore the design process and create sustainable furniture, products, or interior design objects from select materials. The tools and emerging practices provided during the course aid in evaluating materials for high-performance residential and commercial interior design projects, furnishings, and green products. 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.

IDSAMP340
Green Packaging Design
3 semester credits. Packages are handled every day and are the chief support of modern commerce but, on the other hand, they constitute a high percentage of the global waste stream. This course is an essential analysis of packaging from material selection to environmental impact, consumer perception, and market contexts. Upon course completion, students will be able to analyze a packaging problem objectively and be able to maximize a product’s appeal while minimizing eco-impact through innovative design solutions.

IDSAM3340
Eco-Sustainable Design Experiential Learning
6 semester credits. This is an advanced-level course focused on methodologies in sustainable architecture and interior design. Through research and analysis, students develop their knowledge in sustainability and create their own digital works. Diverse presentation techniques will be employed in order to complete interior design 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.

IDSAMM345
Materials and Methods for Green Printing
3 semester credits. This course on sustainable methods for printing is tailored for individuals with an interest in the design, publishing, purchasing, and distribution of print materials. Students will explore the fundamentals for identifying and utilizing sustainable papers, inks, and printing methods. Current and evolving trends, tools, certifications, and guidelines will be discussed.

IDSAMM3455
Materials and Methods for Green Printing
1 semester credit. This seminar on sustainable printing encourages students to identify and apply environmentally conscious methods in the areas of designing and publishing print materials. Discussion topics include current practices and new trends, tools, guidelines, and sustainable certifications at the disposal of printing professionals and organizations today.
IDSAT360 Systems Thinking Design
3 semester credits. This course analyzes the current market and provides students with the tools required to succeed in a world context marked by dynamic change. Systems thinking, design languages, and product life cycles are strictly connected and form the solid foundation for innovative products. Coursework topics are practiced through market-specific projects.

IDSAHL365 Holistic Living and Permaculture Design
3 semester credits. Permaculture design employs holistic principles to design living systems that provide benefits without exhausting resources. Starting with observation and progressing by looking to the natural world for solutions to world changes, permaculture design brings a new appreciation for facing global and local adversity and challenges. Students study the principles of permaculture design, build examples, and map environmental relationships and ecological requirements through the coursework.

IDSAH370 History of Sustainability
3 semester credits. This course provides a survey of sustainability and the evolution of the theories and principles that have shaped the field. A major focus of course topics analyzes the work of Richard Buckminster Fuller and his visionary work. Fuller’s principles continued the chain of Transcendentalists, which included Emerson and Thoreau. Along with Fuller and many sustainable thinkers such as Ian McHarg, Victor Papanek, Paul McReady, and John Todd, the course examines the pioneering work and projects that have influenced sustainability. Students develop skills in design inspiration while analyzing the farsightedness of the innovative figures introduced by the course.

IDSB375 Biomimicry: Nature and Inspiration for Designers
3 semester credits. This course analyzes the living systems which provide diverse forms of inspiration for sustainable design methods and practices. Topics begin with a foundational survey of the biological principles that influence design approaches and continue with a range of topics and case studies deriving from the natural and designed environments. The course provides powerful metaphors and methods for looking to nature as model, mentor, and measure in design. This class includes experiential learning with CEMI.

IDSDA380 Design by Nature II
3 semester credits. The second level of design by nature further challenges the notions and concepts related to unifying 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 courses 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.

IDSAEM380 Marketing Ethical Strategies
1 semester credit. This seminar examines the perception of ethics as an intangible added value that conscious consumers look for in products or services. From production methods to business practices and relationships, corporate giving, vendor associations, people are directing attention and criteria to the ethical background of both vendors and their products. Seminar topics include the connections between ethics, products, and consumers, and introduces opportunities for applying marketing levers based on corporate values to establish and positively profit from healthy strategies.

IDSAQG385 Sustainable Graphic Design for a Contemporary Green World Experimental Learning
6 semester credits. This course explores sustainable graphic design through readings, exercises, and projects. The objective is to examine eco-design theories while exploring practical techniques and applications specific to the field of graphic design. Students acquire new insight into the design process and the aesthetic and physical relationships between humans and nature, as well as new tools such as lifecycle assessment and planning, sustainable design principles, processes, and material evaluations that incorporate sustainability into everyday design 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.

IDSAQG385 Sustainable Graphic Design for a Contemporary Green World
1 semester credits. This seminar focuses on sustainable design topics that provide a different perspective of aesthetic processes through topics such as lifecycle assessment and planning and sustainable design principles. Students will discuss case studies of significant design examples and experiment with processes that incorporate sustainability into design projects.

IDSB390 Built Environment Influence on Human Life
3 semester credits. This course examines the interactions between the social, behavioral, cultural, and technological dimensions of the built environment. Through lectures, discussion, and research projects, students explore the theoretical, historical, and scientific context of the built environment as they develop and increase their level of environmental knowledge.

Prerequisites: Project for Sustainable Interior Design I or equivalent.

IDSB395 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 recovery techniques of reuse and renovation for larger-scale interior design projects involving structures such as a former industrial building. 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 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.
ISB INTERNATIONAL SCHOOL OF BUSINESS

ISB, the International School of Business at FUA, 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)

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.

FACULTY

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 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)

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.

BUAFBA450
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 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. The internship enhances students’ knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship progress and gives the students’ preparation of a final analytical report and portfolio. Placements will vary depending on the student’s language and professional skills.

Additional materials/Dress code: Business casual attire for dress code.
Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

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
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.

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 foster 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.

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.

BUCECE250
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.
BUECEM280
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.

Prerequisites: Microeconomics and Macroeconomics, or equivalent.

BUECEMA300
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.

Prerequisites: Microeconomics or equivalent.

BUECEA310
The Economics of Sustainability
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. 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.

Prerequisites: Microeconomics or equivalent.

BUECEM330
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.

Prerequisites: Micro and Macroeconomics.

BUECER305
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.
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.

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.

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.

Introduction to 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.

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**

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.

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.

**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.

**BUMABF340**

**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 theoretical 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.

**BUMABF340**

**Fashion Brand Management**

3 semester credits. Fashion brand management is the art of creating, preserving, and reshaping the identity of a fashion brand. It works through various channels in merchandising, marketing, and communication in order to meet the expectations of a fashion brand’s vision and strategy. This course is intended for students interested in understanding the knowledge of branding, specifically for the fashion and luxury goods industries. The course will provide a range of concepts to improve the practical and organizational management of a brand within the fashion organization. Participants learn how to adapt communication, marketing, and promotional techniques to reach sales goals and fully apply the key strategies of luxury businesses. In addition to a focus on the intangible elements “customer relationships, the impact of social media and the consumer’ experience” the course critically analyzes the more tangible elements of branding such as product attributes (quality, features, and design) and the difference between brand image and brand identity, packaging, and labeling. Further topics will include understanding fashion brands from the consumer’s perspective and building and measuring brand equity.

**BUMAHHR350**

**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.

**BUMABF340**

**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
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 analytical approaches. Marketing topics include broad topics such as international marketing and industry-specific areas of marketing.

BUMKIM310
Entrepreneurial Marketing

This course is designed for students who seek to gain an in-depth understanding of the marketing strategies within the consumer goods and service industry. The course will cover topics such as market analysis, strategic planning, and the development of marketing plans. Students will learn how to forecast trends, the product supply chain, the vertical business model, and the role of marketing in the overall business strategy.

Prerequisites: Human Resources Management or equivalent.

BUMAMA450
Internship: Management

This internship course is designed to provide students with practical experience in the management field. Students will work in an established business in Florence, Italy, and gain valuable insights into the internal dynamics and operations of the organization.

Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

BUMAO8470
Organizational Behavior

This course covers the theoretical concepts of organizational behavior (OB) and their application in contemporary hospitality organizations. Coursework will cover topics such as leadership, motivation, and organizational dynamics.

Prerequisites: Human Resources Management or equivalent.

BUMKEM305
Entrepreneurial Marketing Experiential Learning

This course provides students with real-world marketing experience and prepares them for the professional world through an entrepreneurial marketing project. Students will work with new entrepreneurial companies with low budgets and little or no brand development.

Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

BUMKEM320
Introduction to Marketing

This course 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. The course will focus on product planning, pricing, promotion, advertising, distribution policies, targeting, and market research techniques.

Prerequisites: Human Resources Management or equivalent.

BUMKEM310
Entrepreneurial Marketing Experiential Learning

This course provides students with real-world marketing experience and prepares them for the professional world through an entrepreneurial marketing project. Students will work with new entrepreneurial companies with low budgets and little or no brand development.

Prerequisites: Human Resources Management or equivalent.

BUMAMA450
Internship: Management

This internship course is designed to provide students with practical experience in the management field. Students will work in an established business in Florence, Italy, and gain valuable insights into the internal dynamics and operations of the organization.

Prerequisites: Human Resources Management or equivalent.

BUMAO8470
Organizational Behavior

This course covers the theoretical concepts of organizational behavior (OB) and their application in contemporary hospitality organizations. Coursework will cover topics such as leadership, motivation, and organizational dynamics.

Prerequisites: Human Resources Management or equivalent.

BUMKEM305
Entrepreneurial Marketing Experiential Learning

This course provides students with real-world marketing experience and prepares them for the professional world through an entrepreneurial marketing project. Students will work with new entrepreneurial companies with low budgets and little or no brand development.

Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

BUMKEM310
Entrepreneurial Marketing Experiential Learning

This course provides students with real-world marketing experience and prepares them for the professional world through an entrepreneurial marketing project. Students will work with new entrepreneurial companies with low budgets and little or no brand development.

Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

BUMKEM310
Entrepreneurial Marketing Experiential Learning

This course provides students with real-world marketing experience and prepares them for the professional world through an entrepreneurial marketing project. Students will work with new entrepreneurial companies with low budgets and little or no brand development.

Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

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This course provides students with real-world marketing experience and prepares them for the professional world through an entrepreneurial marketing project. Students will work with new entrepreneurial companies with low budgets and little or no brand development.

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Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

BUMKEM310
Entrepreneurial Marketing Experiential Learning

This course provides students with real-world marketing experience and prepares them for the professional world through an entrepreneurial marketing project. Students will work with new entrepreneurial companies with low budgets and little or no brand development.

Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.
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.

**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.

**BUMKTP320**
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, economical 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.

**BUMKW325**
Digital Marketing
3 semester credits. 20th and 21st century development has witnessed the
innovation 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
take place not only between customers but also between companies and customers
to stimulate the most powerful communication tool: word of mouth.
Prerequisites: Introduction to Marketing.

**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 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 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.

**BUMKPR330**
Special Project: Experiential Learning in Public Relations
3 semester credits. The public relations experiential learning project,
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 social
media, will be a major emphasis in public relations-related projects. Students
will be guided throughout their involvement in PR operations and measuring PR results. This placement may require PM shifts or shifts that take place on weekends.

This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMIs 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.

Additional materials/Dress code: Business casual attire for dress code.

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

BUMKF360
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.

BUMKM370
Food and Wine Marketing Strategies
3 semester credits. This course gives students the fundamentals of marketing beyond the conventions of advertising and promotion. Concepts and practices in marketing food and wine will be analyzed in order to provide students with the technical skills to formulate marketing campaigns. In the second part of the term, students will work on individual and group assignments in order to plan and organize a marketing strategy for a new product or market repositioning. This course closely follows current events and trends to illustrate contemporary marketing techniques.

Prerequisites: 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 course topics including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, economics of the world wine industry, and human resource management.

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 course topics including an introduction to communication theory, wine communication practices and trends, introduction to management and marketing theory, wine marketing strategies, economics of the world wine industry, and human resource management.

This course includes experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMIs 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.

BUMKM450
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. 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.

Additional materials/Dress code: Business casual attire for dress code.

Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

BUMKM460
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.
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 FUAs 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 FUAs 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 schools 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 FUAs 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 FUAs student and faculty communities.
- Collaboration with local journalism and citywide projects of communication.

J SCHOOL IN THE COMMUNITY

The School works closely with the university press of FUA, 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 undergraduate program in Communication & Interactive Digital Multimedia
- 3+1 Bachelor of Arts in Communication & Interactive Digital Media
- 1-year career program
- Study abroad programs, short and long-term (see brochure)

4-YEAR UNDERGRADUATE PROGRAM IN DIGITAL PUBLISHING & COMMUNICATION

The 4-year curriculum in Digital Publishing & Communication prepares students for future careers in fields such as digital media, the arts, publishing, and visual communication. The program offers three academic concentrations:

- Digital Media
- E-Publishing
- Visual Communication

For admissions requirements see the undergraduate 4-year program section in the catalog introduction. Direct admission to the 4-year program is granted to students who have successfully completed one of the following FUA career programs: 1-year Program in Publishing or 2-year Program in Digital Photography or Visual Communication.

Core Curriculum for 4-Year Program (27 credits)

DIVCGI210 Digital Graphic Illustration
CPPUFE300 Fundamentals of Publishing and Editing
CPPUEP330 E-Publishing
DIPHID180 Introduction to Digital Photography
DIDMMK260 Introduction to Rich Media: Podcast Production
CPCMCY350 Intercultural Communication
CPMCCM350 Critical Thinking
LAAHGD340 History of Graphic Design
PSPDPO350 Portfolio Development I

Capstone Project in the area of Program Concentration (3 credits)
CPPUCL500 Digital Publishing & Communication Capstone

Concentration Course Work (24 credits)

In addition to the required core courses, students must complete 24 credit hours in one of the three areas of concentration.

Digital Media

PSPDPO360 Portfolio Development II
LAAHHPC310 History of Photography
Plus courses to satisfy the 24-credit concentration requirement. Examples of courses include but are not limited to:
LAAHTC370 Art Theory and Criticism
DIPHID200 Intermediate Digital Photography
DIPHAD400 Advanced Digital Photography
DIVPGC200 Introduction to Creative Videomaking
DIVPAV350 Advanced Videomaking and Post-Production
DIPHSE550 Solo Exhibit and Publication of Solo Work
E-Publishing
PSPDPO360 Portfolio Development II
Plus courses to satisfy the 24-credit concentration requirement. Examples of courses include but are not limited to:
DIVCAD330 Introduction to Art Direction
CPLWLM300 Writing for Digital Media
CPPULM380 Lifestyle Magazine Project I
CPPULM380 Lifestyle Magazine Project II
CPPUPBM30 Professional Book Production
DIVCF90 Digital Visual Communication Design Fundamentals Studio I
DIVCF250 Visual Communication Design Fundamentals Studio II

Visual Communication
PSPDPO360 Portfolio Development II
Plus courses to satisfy the 24-credit concentration requirement. Examples of courses include but are not limited to:
DIVCAD330 Introduction to Art Direction
DIVCF90 Digital Visual Communication Design Fundamentals Studio I
DIVCF250 Visual Communication Design Fundamentals Studio II
DIVCWU200 Introduction to Web Design
DIVPVE830 Digital Video Editing
DIVCM340 Multimedia Studio I* (DIVCM380 Multimedia Studio II)

General Education Requirements (42 credits)
Students must successfully complete at least 42 credit hours in approved General Education courses. Courses must be taken in areas outside of the student major area to satisfy the General Education requirement of FUA and consistent with General Education component distribution as detailed below:
- English Composition (6 credit hours)
- Humanities (6 credit hours)
- Mathematics (6 credit hours)
- Physical & Biological Sciences (6 credit hours)
- Social & Behavioral Science (6 credit hours)
- Diversity & Intercultural Studies (6 credit hours)
- Italian Language (6 credit hours)

Free Electives (24 credits)
General Free Electives sufficient to reach a minimum of 120 credits.

3+1 BACHELOR OF ARTS IN COMMUNICATION & INTERACTIVE DIGITAL MEDIA
The 3+1 program is offered in collaboration with Southern New Hampshire University. Concentrations may be chosen from Digital Media, E-Publishing, or Visual Communication. Through this transfer program, 90 credits of coursework can be taken the first three years in Florence and the final 30 credits are take either online or on-campus through SNHU, which grants the bachelors degree. Please see brochure for details.

CAREER PROGRAMS
Career Programs may be taken for one semester, 1 year, or 2 years. Each year is made up of two levels featuring core courses and optional seminars. For program details see brochure.

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.

CPBCRM560 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.

CPBCBW310 Broadcast Writing
3 semester credits. This course teaches the basics of writing for various media - radio, television, and video. Students will be asked to consider broadcast writing from a different perspective compared to that used in writing for print. Scripts, leads, speeches, and dialogues can initially be written for printed use and change significantly with the multimedia output for transmissions and how the human voice can impact the output of scripted words. The techniques for precise spoken styles, creative broadcast writing, case studies, and exercises to test the viability between the script and the voice transmission will be covered during the semester.

CPBCBC350 Broadcast Management: Conducting and Producing
3 semester credits. This course is intended for students who seek an in-depth academic experience in broadcast management from conducting to producing. Practical approaches in a studio setting will be applied from the beginning of the course, which also includes the study of how broadcast-related studios (radio, television, web platforms) operate. Students will develop a feature program based on a format determined with the instructor such as event coverage, talk show, music program, etc., and develop the program from both the individual conductor's perspective as well as the collective perspective of a broadcast station or organization and its regulatory policies. 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.

Prerequisites: Broadcasting New Media or equivalent.

CPBCRM560 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.

CPBCDR370
Video and Digital Reporting for the Multimedialized Society
3 semester credits. This course provides a technical approach to the craft of videomaking and digital reporting of web journalism. The lab component will introduce the students to the fundamentals of production platforms, techniques of shooting, editing, and postproduction. Various video and multimedia story formats will be introduced and experimented throughout the course. Students will be involved as video journalists in projects throughout the academic semester with the aim of covering a beat, writing and shooting relevant material, and producing a viable, publishable video story that incorporates the acquired skills of the course. This class includes experiential learning with CEMI.

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.

CPCRIA150
Fundamentals of Advertising
3 semester credits. This course is an introduction to the field of advertising. Fundamentals will be covered for analyzing visuals and texts in advertisements as well as the tools utilized for creating advertisements. Advertising campaigns strategies and the interaction of the roles involved in an advertising agency team are also considered. The role of visual communication will be analyzed for its importance in advertising, as well as the role of the customer in the process of developing a campaign.

CPCRCM360
Advertising Strategies for the Arts
3 semester credits. This course examines advertising strategies for visual and performing arts. Topics include how to create campaigns, advertisements, collaborating with the artistic direction, electronic forms of advertisement, and key figures in the creation and production process. Specific focus will be given to advertising strategies that promote artistic and cultural initiatives including concerts, museums, galleries, and temporary exhibitions.

CPCRM325
Digital Marketing
3 semester credits. This course explores the role of advertising in the social aspect of marketing communication online. 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 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.

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.

CPCCM200
Food, Media, and Culture
3 semester credits. Food (its production, commodification, preparation, and consumption) is one of the most well-established metropolises and developing destinations will be examined.
class, gender, and transnational fissures that have characterized it. This course considers food culture as it moves through systems of mediated representation involving print, film, radio, television, and the Internet; it provides an introduction not only to media studies as an area of inquiry, but also to the way cultural studies scholars have engaged issues of power, empire, globalization, inequality, social difference, representation, and reception in media in relation to food.

CPFCPL350
Product Packaging and Labeling
3 semester credits. This course is designed to give students a comprehensive overview of the techniques used to enhance the aspects of packaging. The course content includes: history and principles of packaging and labeling, functions of packaging, format and structure of ads, packaging trends, planning and designing product packaging. Graphics, color theory, cultural-social-economic impact, the study of logos as well as important Italian and international package and product designers will be examined. Students will work on individual projects and in small groups planning new graphic strategies for marketing campaigns. This class includes experiential learning with CEMI. Prerequisites: Introduction to Industrial Design.

CPFCFS340S
Food Styling
1 semester credit. This seminar covers the techniques and practices of food photography. Students will learn the technical and compositional principles of this specific field of photography. The course will explore the latest digital photography technologies and approaches as well as traditional ones, the study of basic food lighting in studio and outdoors, special effects techniques, and photo processing for publication for food media. By working with chefs students will learn to: plate, decorate, and “cheat” the food to make it look appealing to the eye. The print lab will provide students with the tools for elaborating and printing their own images. Prerequisites: Introduction to Digital Photography or equivalent.

CPFCFP320S
Food Photography
1 semester credit. This seminar covers the techniques and practices of food photography. Students will learn the technical and compositional principles of this specific field of photography. The course will explore the latest digital photography technologies and approaches as well as traditional ones, the study of basic food lighting in studio and outdoors, special effects techniques, and photo processing for publication for food media. Students will learn to: plate, decorate, and “cheat” the food to make it look appealing to the eye. Basic photography experience and knowledge are helpful.

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.

CPFCFS340S
Food Styling
1 semester credit. This seminar introduces the aesthetic and technical practices utilized in the world of food styling. Students will work with the basics of food presentation for media use and how to set the surrounding context for successful results. Hands-on exercises will be held in fully equipped facilities.

CPFCPL350
Food Product, Packaging and Labeling I
3 semester credits. This course is designed to provide a comprehensive overview of the techniques used to enhance the aspects of food packaging. The course content addresses principles of food packaging and wine labeling, functions of packaging, format and structure of food-related advertisement, packaging trends, and the planning and designing for product packaging.

CPFCPL360
Food Product Packaging and Labeling II
3 semester credits. This intermediate course provides a more complex analysis of food packaging trends, product protection, convenience and portability, and product promotion and strategies. Students will work on individual projects as well as in groups to plan new graphic design strategies for marketing campaigns in the gastronomic sector using product packaging to capture the consumer’s attention. Emerging topics and trends in the food industry will be considered in terms of design and environmental sustainability. Prerequisites: Food Product Packaging and Labeling I 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.

CPILNN180
Introduction to Journalism
3 semester credits. This course teaches 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.

CPILDL200
Digital Literacy
3 semester credits. This course is designed to improve and challenge the students’ knowledge of digital journalism and ultimately create a higher level of digital literacy. An overview of how technology, shifting corporate structures, and an increase in digitalized societies have changed the face of journalism will be utilized to generate an active analysis of how current developments will change the direction of the industry in the future. Thus the importance of cultivating literacy in a digital age is fundamental to the understanding of current journalistic practices and the society to whom they are directed. Topics include navigation of emerging electronic information sources for research, how to consume and produce information, and the possibility of adding-annotating-contributing-commenting in the world of published information.
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CPILC200 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.

CPLOF285 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 Gandhi, 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.

CPILTW290 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's campus press Ingorda. This class includes experiential learning with CEMI.

CPILWM300 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 digitized formats. This class includes experiential learning with CEMI.

CPILF300 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.

CPILB300 Broadcast Writing
3 semester credits. This course teaches the basics of writing for various media - radio, internet, television, and video. Students will be asked to consider broadcast writing from a different perspective compared to that used in writing for print. Scripts, leads, speeches, and dialogues can initially be written for printed use and change significantly with the multimedia output for transmissions and how the human voice can impact the output of scripted words. The techniques for precise spoken styles, creative broadcast writing, case studies, and exercises to test the viability between the script and the voice transmission will be covered during the semester.

CPILJ320 Urban Journalism
3 semester credits. Centralization and decentralization, the pulsating life, and the constant movement witnessed by today's urban cities represent a major area of journalistic coverage. The purpose of this course is to undertake a deeper examination of the city beat, the phenomenon of polarization between centers and peripheries, and how to evolve effective strategies of journalism that track daily metropolitan development to portray city life on a small and large scale. A part of the course is dedicated to Italian cities, beginning with the portrayal of independent city states throughout history to their current portrayal in the contemporary context.

CPILP320 Photojournalism
3 semester credits. During this two-pronged course, students will focus on: 1) the history and study of photojournalism from its origins to the present 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.

CPILJ325 Sports Journalism
3 semester credits. The aim of this course is to understand the fundamentals of sports journalism, identify the characteristics of successful sports journalism productions, and distinguish the differences and similarities of various media on sports writing as newspapers, magazine, television, radio, and web. Students will understand and practice basic forms of sport journalism production. The course will cover an in-depth analysis of various forms of event reporting, how to source information as sports journalists, interview techniques, and issues of journalism from both investigative and financial points of view in the world of sports. Case studies drawn from Europe and especially Italy will be used as points of comparison and analysis.

CPILGP330 Global Perspectives of Journalism
3 semester credits. Journalism students are facing an era of instantaneous information accessibility whether for local or for global journalism. This course analyzes the shifting faces of journalism from an international perspective and poses the questions of how current global journalists should be equipped
culturally, intellectually, politically, and sociologically. Exposure to Italy will let students experience exposure to how the realities of reporting and news coverage vary from country to country, from continent to continent, and the convergence of journalism practices from a unified, global point of view. Course projects and activities will interact with the journalism activities of Blending, the magazine and newsletter of FUA's campus press Ingorda. This class includes experiential learning with CEMI.

CPILCS395
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's campus press Ingorda.
Prerequisites: Introduction to Journalism or equivalent.

CPILCI350
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 first hand 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.
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.
Additional materials/Dress code: Business casual attire for dress code.
Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

CPILML360
Media Law, Policy and Ethics
3 semester credits. This course addresses the legal, policy-related, and ethical aspects of journalism. Media law, the concept/practice of free speech, the rights and limitations of journalists, libel, and controversial cases requiring juridical intervention will be examined in major countries. The principles of such topics will be used to analyze the current state of ethical dilemmas that arise in a globalized and digitalized era. Decision-making, views, and positions at journalistic publications are considered through major case studies and students analyze the ethical issues that arise in the practice of journalism, such as verification of information, the relationship between personal morality and journalistic decisions, issues brought up by competition and the ubiquity of news, and the way the web forces decisions within narrow time frames.
Prerequisites: Introduction to Journalism or equivalent.

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, and the creative and alternative applications of communication tools, department courses examine the dynamic nature of mass communication today.

CPMSCP150
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.

CPMSCC150
Introduction to Communication
3 semester credits. Students will be introduced to the basic concepts of communication and will use these concepts to explore the different theories and studies related to this field. The areas of organizational communication, interpersonal/intercultural communication, and mass communication will also be touched upon as an introduction prior to specialized areas of interest within the vast field of communication.

CPMCPC180
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.

CPMCMC150
Introduction to Public Relations
3 semester credits. This course is an introduction to the discipline of mass communication. The course includes a historical and theoretical overview that begins in the early part of the 20th century, continues through the rapid development of mass communication over the last 50 years, and concludes with current issues and concerns. The nature, structures, roles, processes, and effects of mass media will be examined with primary emphasis given to radio, television, film, and print media. The effects of mass communication on society will be examined and social and professional ethical issues will be discussed. Comparisons will be made between the mass media in Europe and other prominent examples abroad.
and the receiver of messages. Students will be encouraged to develop their practice of persuasion by considering the perspectives of both the sender individuals, communities, and societies that populate the world today. The course 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.

**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.

**War, Peace, and Media**

3 semester credits. This course combines a practical element in media studies with a research-based engagement in peace, conflict, and international relations. By focusing on this subject-specific discipline, the course aims at equipping future media professionals with a strong understanding 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.

**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.

**Persuasive Communication**

3 semester credits. The objective of this course is to evidence the theory and practice of persuasion by considering the perspectives of both the sender and the receiver of messages. Students will be encouraged to develop their own persuasion skills as they examine topics such as persuasion styles and formats, how persuasion strategies vary from audience to audience, audience reception of persuasive communication, and how the market, media, and politics employ persuasion tactics in communication strategies.
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.

**CPMCPR340**
Public Relations Writing

3 semester credits. This is an intensive writing course in which all forms of writing related to the communication of public relations messages will be covered: press releases, media alerts, public service announcements, video news releases, pitch letters, speechwriting, brochures, newsletters, and other public relations presentations. Students will develop a personal writing portfolio.

**CPMCSS340**
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.

**CPMCSS340**
Semiotics: The Signs and Language of Art

3 semester credits. The main objective of the course is to examine important semiotic tools for the analysis of visual texts. Starting from a point of view based on the production of meaning, lectures will analyze theoretical and methodological instruments for the semiotic investigation of art works in painting, sculpture, architecture, photography, video, and art installation, establishing a continuous communication among diverse technologies. Specific focus will be placed on the analysis of significance and meaning of visual languages used in visual arts. Students will actively participate in the inquiry and will be requested produce individual analyses. Authors such as Barthes, Eco, and Morris will be examined.

**CPMCSS340**
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.

**CPPMCM350**
Public Relations, Communications, and Marketing in Publishing

3 semester credits. The course covers the ever-changing practices of public relations, communications, and the marketing aspects of the publishing industry. Advertising, promotional materials, launches, press releases, distribution, and industry networking will be examined as necessary factors for the optimization of sales and distribution for all types of published works. Through a specialized study of communications and PR relations, students will learn the ins and outs of establishing, maintaining, and communicating with contacts whether press and marketing-related or with external contributors/ collaborators of publications.

**CPMCR350**
Special Project: Experiential Learning in Public Relations

3 semester credits. Through the public relations experiential learning project, 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 social media, will be a major emphasis in public relations-related projects. Students will be guided throughout their involvement in PR operations and measuring PR results. This placement may require PM shifts or shifts that take place on weekends.

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-compassing 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 for dress code.

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

**CPMCHC350**
Health Communication

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, introductory health systems course, or equivalent.

**CPMCD560**
Discourse, Argument, and Public Advocacy

3 semester credits. This course begins with a study of effective strategies of discourse, argument, and rhetoric. Students will use these concepts to formulate arguments for public advocacy, which at its most basic form consists of a claim and its support. Covered topics include the varying effects of implicit and explicit arguments, what an argument accomplishes when creating public advocacy, defining and expounding a position in an argument, and how to create effective and convincing arguments for public policy.

Prerequisites: Public Speaking or equivalent.

**CPMCMC440**
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.

**CPMCMR450**
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 or shifts that take place on weekends and holidays. 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.

Additional materials/Dress code: Business casual attire for dress code.
Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

### 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.

#### CPPUPD250
**Illustration Photography and Design**

3 semester credits. This course focuses on the creative photography used to illustrate book and magazine covers, magazine articles, and editorials. Through the use of digital photography and photography software, students will learn specific visual techniques to illustrate subjects to be portrayed in publication formats. Students will be challenged and guided by the instructor to come up with a long-term book cover project using image composting. The print lab will provide students with the tools for elaborating and printing their own images.
Prerequisites: This is an intermediate course. Knowledge of camera functions is required. Portfolio submission recommended.

#### CPPUPF300
**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.

#### 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.
Prerequisites: A background in layout design and an introductory course in publishing are recommended.

#### CPPUPD315
**Desktop Publishing**

3 semester credits. This course consists of lectures and computer lab sessions. The lectures cover all aspects of desktop publishing, from idea and content development to design, layout, proofreading, and printing. By learning combinations of photography, typography, color and illustration, students will be able to clearly communicate information to a target audience. The computer lab portion of the course will use layout software to help students conceive and produce designs for brochures, magazines, advertisements, etc. A field trip to a local printer is included in the course.
Prerequisites: One communication course, introductory PR course, or equivalent.

### Sustainable Publishing

3 semester credits. The movement to promote sustainable practices is especially relevant for the publishing industry and the volume of printed products that it generates. This course focuses on how publishers can be more efficient and environmentally-friendly in their production, how the internet and e-books and e-publishing have impacted the industry, what types of recycled products really contribute to the aesthetics and cost/waste factors of printed literature, and similar topics. The effects of the paper industry on forest environments and on workforce/employment will be examined in order to provide students with a balanced perspective of why in our age green practices are being considered increasingly by publishers.
This class includes experiential learning with CEMI.
Prerequisites: Fundamentals of Publishing and Editing or equivalent.

#### 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 in Borgo. 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.

#### CPPUPR350
**Public Relations, Communications, and Marketing in Publishing**

3 semester credits. The course covers the ever-changing practices of public relations, communications, and the marketing aspects of the publishing
industry. Advertising, promotional materials, launches, press releases, distribution, and industry networking will be examined as necessary factors for the optimization of sales and distribution for all types of published works. Through a specialized study of communications and PR relations, students will learn the ins and outs of establishing, maintaining, and communicating with contacts whether press and marketing-related or with external contributors/collaborators of publications.

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. 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.

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.

CPPUC540
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, having gained already one semester’s worth of experience, will be challenged to explore deeper and more hidden topics in Florence as well as to act as critics by writing about the end of the year initiatives of FUA departments and CEMI such as art and fashion shows, gastronomic events, etc. 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. or equivalent.
SAS SCHOOL OF ARTS AND SCIENCES

SAS, the School of Arts and Sciences at FUA offers studies spanning the spectrum of humanistic, artistic, and scientific studies at FUA. 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 schools 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 undergraduate program in Liberal Arts
- 3+1 Bachelor of Arts Degree in Cultural Studies (see brochure)
- Study abroad programs, short and long-term (see brochure)

4-YEAR UNDERGRADUATE PROGRAM: CULTURAL STUDIES

The 4-year curriculum in Cultural Studies provides a well-rounded education in the artist and creative fields that directly benefit from the cultural heritage of Florence, Italy. The program offers two academic concentrations:

- Fine Arts
- Art History

For admissions requirements see the undergraduate 4-year program section in the catalog introduction.

Core Curriculum for 4-Year Program (27 credits):

- LAHARH210 Introduction to Art History
- LAHSWC370 History of Western Civilization from Antiquity to 1500
- LACWCH300 Creative Writing
- LACSAH325 The Age of Heroes: Iliad, Odyssey, Aeneid
- LAHISGR340 Galileo and the Scientific Renaissance
- LAHSIR330 History of Italian Renaissance
- LACLPC355 Literature of Migration
- LAPSEG340 Ethics of Globalization
- LARSWR300 World Religions

Capstone Project in the area of Program Concentration (3 credits)

LAHCS400 Cultural Studies Capstone

Concentration Coursework (24 credits)

In addition to the required core courses, students must complete 24 credit hours in one of the two areas of concentration.

Fine Arts Concentration

A suggested, representative concentration might include the following specific courses:

- FAPDFD120 Foundation Drawing
- FAPDFD120 Foundation Painting
- FACECE200 Ceramics (Beginning)
- FAPMPP120 Printmaking Beginning
- FACMSC310 Foundation Sculpture
- FAPDPD220 Intermediate Drawing
- FAPDPD220 Intermediate Painting
- FAPWCC330 Watercolor and Tempera/Gouache Techniques

Art History Concentration

A suggested, representative concentration might include the following specific courses:

- LAHARH320 Symbols and Symbolism in Western Art
- LAHARH230 Renaissance Art in Florence
- LAHARH340 Italian Renaissance Architecture
- LAHHBS350 Michelangelo, Caravaggio, Bernini
- LAHHCJ360 Contemporary Italian Art
- LAHHTC370 Art Theory and Criticism
- LAHGL360 Gardens of Love: Green Paradises in Italy from the Renaissance to Our Age
- IDRHMA360 Masters of Architecture
General Education Requirements (42 credits)
Students must successfully complete at least 42 credit hours in approved General Education courses. Courses must be taken in areas outside of the student major area to satisfy the General Education requirement of FUA and consistent with General Education component distribution as detailed below:
- English Composition (6 credit hours)
- Humanities (6 credit hours)
- Mathematics (6 credit hours)
- Physical & Biological Sciences (6 credit hours)
- Social & Behavioral Science (6 credit hours)
- Diversity & Intercultural Studies (6 credit hours)
- Italian Language (6 credit hours)

Free Electives (24 credits)
General Free Electives sufficient to reach a minimum of 120 credits.

3+1 BACHELOR OF ARTS DEGREE IN CULTURAL STUDIES
The 3+1 program is offered in collaboration with Southern New Hampshire University. Concentrations may be chosen from Art History or Fine Arts. Through this transfer program, 90 credits of coursework can be taken the first three years in Florence and the final 30 credits are take either online or on-campus through SNHU, which grants the bachelors degree. Please see brochure for details.

SCHOOL OF FINE ARTS (FA)
The School of Fine Arts (FA) gathers the following departments:
- ART EDUCATION (AE)
- CERAMICS (CE)
- FILM PHOTOGRAPHY (FP)
- CREATIVE ARTS (CA)
- MIXED MEDIA (MM)
- PAINTING AND DRAWING (PD)
- PRINTMAKING (PM)
- RESTORATION (RE)
- SCULPTURE (SC)

FUA’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 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 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 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

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.

FAAEPCP200
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.
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.

FAAED430
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.

FAAEC430
Creative Media: Improving Your Creative Potential
3 semester credits. This course aims to build student awareness of creativity, as well as to teach them how to utilize it and maximize its potential. Classes will be devoted to the nature of creativity, art, genius, technique, aesthetic, and artistic judgment in the history of art and philosophy from ancient Greece to present. Formal lectures are followed by open discussion.

FAAEP325
Art and Places: From Renaissance Florence to the Contemporary Metropolis
3 semester credits. The course will develop a comparative study of art as an expression of human experience from the development of the paradigms of beauty and aesthetics developed during the Renaissance to the contemporary perception of beauty. The course will include major artists and influences in terms of styles and movements. The course will feature a contrast between the “two cities” within the city that embody these diverse ways to convey art and beauty as an experiential pathway for understanding the evolution of artistic language and its possible directions in the future.

FAAESL340
Semiotics: The Signs and Language of Art
3 semester credits. The main objective of the course is to examine important semiotic tools for the analysis of visual texts. Starting from a point of view based on the production of meaning, lectures will analyze theoretical and methodological instruments for the semiotic investigation of art works in painting, sculpture, architecture, photography, video, and art installation, establishing a continuous communication among diverse technologies. Specific focus will be placed on the analysis of significance and meaning of visual languages used in visual arts. Students will actively participate in the inquiry and will be requested to produce individual analyses. Authors such as Barthes, Eco, and Morris will be examined.

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.

FAAET350
Practices, Modes, and Trends in Contemporary Art Systems
3 semester credits. The modes of making art have changed since modern times and continue to evolve. How does an artist confront the world today? What are the do’s and don’ts that make the difference? What are the roles of characters who do not make art but revolve around the art system? What are the functions of curators, art critics, and gallerists? Why is the art system experiencing such an explosion of art biennials and art fairs, and what is the artist’s role in this production of culture? Why has the Chinese panorama already expired and what were the contributing factors to the 2008 art collapse? This course, maintaining a constant dialogue with students, is meant to answer these and other questions.

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.

FAAEMT350
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.

FAEAEMT350
Music Therapy: The Secret Language of Sound
3 semester credits. “One could say that sound itself is more privileged than words. Music has a much larger world of associations at its disposal precisely because of its ambivalent nature: it is both inside and outside the world” (D. Barenboim). The course is aimed at students regardless of their educational background in music. Through a combination of lectures, targeted listening, and group work, the course will stimulate student creativity, feelings, and imagination, leading participants not only to acquire a deeper knowledge of classical music but also to develop a special sensitivity to music. The experience of exposure to sound will provide students with an insightful tool to analyze and understand the psychological and physiological effects of musical therapy, its impact, and potential.

FAAEAE350
Artist in Residence Assistant Experiential Learning
3 semester credits. This course provides student with a solid foundation in the organization of studio practices and will supply the artist with a twofold assistance in documenting and organizing the various phases of the residency. The student will be responsible for the visual and written documentation of the work created by the artist during the residency. The material, also available to the artist, will represent the private and public record of the visiting artist’s work. Practical tasks concern the organization of the artist’s activities and at the location/s of the final show. The student will follow and assist with the artistic preparation, courses, workshops and exhibitions (management and logistics, display, communication, educational activities, etc.). This class includes experiential learning with CEMI.

FAAEGE350
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...
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.

Additional materials/Dress code: Business casual attire for dress code.

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

FAAEP930
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 Kiritir Yravanja 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.

FAAETA420
Teaching Assistantship I
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI.

Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

FAAETA420
Teaching Assistantship II
3 semester credits. The second level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI.

Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

FACET440
Teaching Assistantship I
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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.

Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

FACET440
Teaching Assistantship II
3 semester credits. The second level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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.

Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.
This class includes experiential learning with CEMI.
Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or have successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

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.

FAPFPF140
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 basics 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.

FAPFD140
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.

FAPPIP200
Introduction to Film Documentary and Portrait Photography
3 semester credits. This course will introduce students to the photography with a particular focus on the documentary and portraiture aspects of this art medium. The course will be divided between outdoor field practice and the studio/darkroom, black and white classic printing, and finishing. The lab practice will enable students to elaborate their pictures and print them correctly. Course topics concentrate on portraiture using traditional manual equipment. Students learn about the history, compositional issues, and techniques of documentary and portrait photography by studying the work of influential photographers (e.g. Henry Cartier-Bresson, Eugene Smith, Capa, Sebastiao Salgado, Richard Avedon, Philippe Halsmann, Yousouf Karsh, Edward Weston, etc.) and by conceiving, shooting, printing, and laying out a series of portraiture/documentary projects. This course is recommended for students majoring in communications, journalism, psychology and social science. Basic black and white photography experience will be helpful for this course.

FAPFP140
Intermediate Film Photography
3 semester credits. This course will allow students to develop a personal approach to the photographic medium. By exploring film photographic techniques, students will achieve a full creative and technical control that will lead to a high quality final portfolio. Course topics will also focus on the cultural, social, ethical, conceptual, artistic, economic, and professional aspects of photography. Influential modern and contemporary photographers will be studied through slide shows, videos, books reviews, visits to photo, and other art shows. The relationships between photography and other art media will also be analyzed. Coursework will take place in a spacious darkroom and lab where students refine their printing and technical skills at more advanced levels. The instructor will also guide students in broadening their knowledge of the psychological aspects of visual perception.
This class includes experiential learning with CEMI.
Prerequisites: Introduction to Film Photography or equivalent.

FACLHP350S
Non-Silver Halide Photography
1 semester credit. This seminar explores the technical and aesthetic implications of the platinum/palladium process, one of the most beautiful and subtle of all photographic printing processes. Topics include compounding emulsions, hand coating, paper selection, development variables, and techniques for making enlarged negatives. Basic photography experience and knowledge will be helpful for this course.

FACLMJ360S
Medium and Large Format
1 semester credit. This seminar provides a thorough introduction to 4x5 and 8x10 view camera technology and aesthetics by covering a number of image-making techniques and applications in the studio and on location. Landscape, architecture, portraiture, still life, and specialized areas are covered. View cameras are provided. Basic photography experience and knowledge will be helpful.

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.

FAMMMMA180
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.

FAMMPA260
Pastel Techniques and Decorative Paintings
3 semester credits. This course covers artistic practices related to pastel techniques and decorative paintings such as stencil and trompe l’oeil. Both traditional and nontraditional method will be introduced for hands-on experimentation.

FAMMA290
Fabric and Textile Art
3 semester credits. The objective of the course is to teach students how to give the shapes and forms of a chosen subject to textiles and fabrics, letting aesthetics be the guide of sensitivity and emotional impact. Students will learn to concretize their ideas or emotions, and to pass from this phase to a planning one where all the stages and details transform from different types of textile into a unique, irreplaceable product. Students will be able to give forms, three-dimensionality, plasticity, and sculptural qualities to textiles by means of simple cuts, stitches, and folding. The final results will be scenographic, attractive, modeled, and alienating.
FAMMM300
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.

FAMMPE360
Performance Art
3 semester credits. The goal of the course is to offer a survey of artistic practices referred to as the art of performance. It will also examine its merging with other forms of art and visual language, and trace a path towards the realization of individual projects. Topics such as war, advertising, fashion, sexuality, science, and iconography of the body will be explored and students will observe the importance of gesture. During the first half of the course, assignments will encourage students to use different senses to describe the places that they will visit and to crate personal diaries of perceptions. The use of diverse technologies that may be incorporated in the work is fostered and taught.

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.

FAMMF400
Art in the Expanded Field: Installation Art
3 semester credits. Inspired by Rosalind Krauss’s study “Sculpture in the Expanded Field,” the course offers both a practical and a theoretical approach to methods, history, poetics, and technologies associated with installation art. Through its historic background in the European avant-gardes and conceptual art of the 60s and 70s, we will observe the current relevance of installation as a process and as a strategy. Students will be asked to respond to different categories of space and their schemes to accumulate and transform. They will develop a personal installation project that will involve the specific context of Florence, a city offering complex case studies regarding contrasts between public and private, historical and contemporary, local and foreign, central and peripheral. Projects may include use of various technologies, video, sound, or digital images.

FAMMTA400
Teaching Assistantship I
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI.
Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or have successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

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.

FAPDF120
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.

FAPDF121
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.

FAPDW180
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.

FAPDF200
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.

**FAPSC220**
Introduction to Storyboard
3 semester credits. In this course students will develop manual and digital drawing skills to create visual representations for various media. Students will learn how to communicate a message through the use of thumbnails and develop an organizational structure for a website by using charts and site maps. Students will develop storyboards for animation using key frames and create a shooting sequence for a short movie or commercial.

**FAPDDP320**
Interactive Digital Animation
3 semester credits. In this intermediate level 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 oil painting and develop critical skills to evaluate paintings executed in this style. This course will also provide students with an in-depth look at the various materials and products used 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 impressionists also known as the Macchiaioli. Sessions will be held in studio and at different outdoor venues in and around Florence.

**FAPDDA220**
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.

**FAPFSC220**
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 oil painting and develop critical skills to evaluate paintings executed in this style. This course will also provide students with an in-depth look at the various materials and products used 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 impressionists also known as the Macchiaioli. Sessions will be held in studio and at different outdoor venues in and around Florence.

**FAPDDA220**
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.

**FAPDDA220**
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.
FAPDS125
Still Life Painting in Oils
3 semester credits. This course covers the fundamental principles of still life painting in oil. Particular emphasis is placed on the perception and build-up of form, tone, and color on a two-dimensional surface. Measurements and proportions of still life subject matter such as fruit, vegetables and drinking vessels, by means of creative expression, will be studied to determine space, volume, and composition. Various brushwork and surface quality techniques will be investigated as well as color theory, tone, light and dark, value, and color interaction. Students will learn the importance of observation and how to see and transfer information onto canvas in a skillful manner that expresses personal vision and interpretation. Through technical and theoretical information combined with critical analysis, each student will learn how to make a still life oil painting come alive. Prerequisites: Intermediate Painting 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 reenforce 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.

FAPDTA420
Teaching Assistantship I
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI. Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

FAPDPRA50
Professional Practices in the Fine Arts
3 semester credits. This course prepares students for the business aspects of a career in the fine arts, with a focus on the preparation of a portfolio and resume. Students will learn about professional practices such as copyright, record keeping, creation of a personal website, contracts, insurance, and resume. Students will learn about professional practices such as copyright, record keeping, creation of a personal website, contracts, insurance, and resume. The student will also receive credit for writing and talking publicly about their personal artistic vision. Search strategies for employment and accessing galleries, grants, and residencies are covered. Prerequisites: Intermediate Painting/Advanced Painting or equivalent.

FAPDS125
Printmaking Beginning
3 semester credits. This course introduces students to basic printmaking processes and equipment. A variety of print media are covered, including monotype, relief, intaglio, and lithography. Equal emphasis will be placed on concept and technique. Students will work on the development of multiple, one-of-a-kind images. Lecture topics will provide students with a brief visual history of printmaking from Renaissance times to the present day.

FAPMTA420
Teaching Assistantship I
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI. Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.
DEPARTMENT OF RESTORATION

The Department of Restoration offers courses that benefit from Florence's longstanding tradition in the field of art restoration. Topics of conservation, furniture restoration, painting restoration, and gilding techniques are featured in the departmental offering.

FAEHR250
History of Restoration and Conservation
3 semester credits. This course presents the basic concepts and systems of the restoration process. The material is presented in a generic format through lectures, visual presentation, case studies, and hands-on instruction. The topics covered include the history of water damage restoration and standard dry procedures, fire and smoke damage restoration, microbial damage restoration, odor elimination, and health safety.

FAEWR260
Wood Furniture Restoration
3 semester credits. This course is based on the practical skills for the techniques of wood cleaning, consolidation, mold making, sawing, decoration, and finishings such as lacquering, French polishing, and waxing. Students will also learn the history of the styles, materials of certain regions, and the techniques adopted over the times to create furniture and art products. The theoretical approach will be emphasized in the phases of analysis of damage and problem solving, in order to determine restoration decisions for specific cases. Problem-solving will be discussed in group settings in order to seek the best solution for single pieces since restoration requires interventions that are unique to each object.

FAEPR270
Painting Restoration
3 semester credits. Historic works of art as well as those of modern times need care and preservation. This course increases the awareness of the various forms of intervention in paintings from the Renaissance to the 19th century. Students work with innovative restoration techniques. From surface cleaning to the consolidation of color, reinforcement, and reconstruction of the painting support system, the course will give students a deep knowledge of painting materials and of the appropriate techniques to adopt for preservation and conservation.

FAREGT280
Gilding Technique
3 semester credits. This course will teach students different methods of applying gold on old as well as new frames for restoration and gilding. Students will become familiar with traditional techniques and materials, and they will develop a wide range of skills from cleaning and mold making for frames to bole, gilding, and craquelè for paintings. The course balances art history lectures and practical demonstrations in order to give the student a conceptual and hands-on experience of the discipline.

FAREST330
Marble and Stone Restoration
3 semester credits. Due to its immense artistic patrimony, over the years Florence has developed a relevant know-how in restoration of stones and marbles applicable not only to historical buildings but also to decorations, moldings, coats of arms, and especially to statues and to the famous “commesso” (the Florentine intarsio of precious and semi-precious stones). The course will teach students traditional techniques of carving and replacements, as well as the latest technologies applied to the field such as laser cleaning and cutting, and the reintegration with synthetic materials. Students will examine contemporary issues in the field, such as reversibility of the interventions and the balance between maintenance and restoration.

FARECA350
Contemporary Art Restoration
3 semester credits. “Contemporary art gets old earlier than modern art!” This is the evident premise that made restoration science develop faster and more specialized in contemporary art in comparison to other disciplines. How do we approach the restoration of synthetic paint, resins, and glues? How do we reinstate the original rust of corten steel? How can we reintegrate a mixed media work, when the consistency of its material deteriorate differently? What is the destiny of an environmental work of art, if neither the artist nor the institutions has left directions for on its preservation? The novelty of the field makes contemporary art restoration very controversial. If it is important to have the know-how and skills to intervene practically on an art piece of today and to be aware of legal issues, chemistry, and recent art history. While restoring specific works of art, the class will therefore analyze case studies for a better comprehension of the course.

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.

FASCPS400
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.

FASCTA420
Teaching Assistantship I
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI.

Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or having successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

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.
Field education will advance student learning as a relationship-centered experience. Field learning will provide students with the opportunity to develop skills 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 experience 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.

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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.

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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.

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Field education will advance student learning as a relationship-centered process.
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.

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.

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.

GSANBW309 Bread in Western Culture, Society, and Religion
3 semester credits. Bread is a universal food staple if we consider how the cuisine of most countries includes a bread culture as old as their histories. This course will explore the birth of breads since mythical and religious epochs, how breads vary between western civilizations, ancient techniques and traditional breads versus products of modern fabrication through technology, and the return of artisan hearth baked breads. Bread is examined not only as a source of sustenance but through the lens of its religious and cultural significance in Western cultures, as well as to encourage a reflection on the community values represented by bread throughout the history of mankind. Lessons will have an emphasis on Italian breads throughout the various regions with a particular focus on the symbolism and consumption of daily bread. Lectures will be complemented by labs and/or tastings.

GSANME330 Multiculturalism in Europe
3 semester credits. The course provides students with a multipurpose platform to stimulate multicultural diversity studies. It aims to introduce students to historical and contemporary issues of multiculturalism in Europe. It also examines conceptions and dimensions of European identity with the objective of critically evaluating debates surrounding this notoriously contested notion. The course then analyzes how the controversial process of Europeanization seeks to guarantee the coexistence of different ethnic, linguistic, religious, and political forms across national borders based on the principle of cultural diversity and cosmopolitan tolerance.

GSANIA320 Italian-American Communities - An Anthropological Study
3 semester credits. This course traces the formation of Italian communities in the United States, beginning with the great migration from Italy to America in the 1880s and in the present day. Particular emphasis will be placed on the social structures of these communities, their assimilation, and their changing cultural values over the span of more than a century. The course will examine both the individual and the social construction of an ethnic identity - the "Italian-American." The course will use personal biographies, literature, film, and popular culture (television fiction).

GSANMC330 Music and Culture: An Anthropological Study
3 semester credits. This ethno-musicological study explores the varied forms, functions, and meaning of music within different cultures. Emphasis will be placed on non-Western music, in particular the traditions of North Africa, the Middle East, India, Pakistan, the Caribbean, and Brazil. Students will learn to view a culture's music historically, holistically, and experimentally.

GSANIA330 Europe and Islam: Muslims in the West Today
3 semester credits. This course covers both the historical connections between Muslims and Europe, including the impact of Islamic art on the visual arts in the medieval and Renaissance periods and the current realities of Muslims in the West. The latter notion will form the focus of the course. Muslims in Europe do not form homogeneous groups but are all bound by the common tenets of the Islamic faith that students will become familiar throughout the course. Course topics will look at the rise and development of Islamic institutions in Europe including forms of leadership, worship, culture, politics, education, and interaction with native communities.

GSANAS350 Anthropology of Space
3 semester credits. How can we be aware of the complexity of inhabited spaces in the midst of globalization, mobility, and the tendency of modern societies to obscure the anthropological contents of space? The same question is valid for the cultural dimension of territories. The triviality of everyday spaces is infinite: spaces can come in different scales (home, neighborhood, city, country), be occupied by rules, obey conventions, and match values, often implicitly. The approach to answering these questions is anchored in a reflection upon the forms and uses of space in different societies. All societies have universal elements in common: Find, Inhabit, Classify, and Distribute however, these operations are practiced in diverse ways according to the specific culture of reference. The anthropology of space demonstrates, in present and past contexts, the relationship between space and society in a continuous dialectical exchange of ideas between the social sciences, architecture, and urbanism. The topic is appropriate for students, researchers, professionals, as well as any citizen in order to gain the tools necessary for a comprehensive understanding of the anthropological issues in spaces and for understanding how to face situations involving marginalization, conflict, and misery caused by spaces disconnected from the human experience.
Overview of their respective health benefits. Lectures will also include visits to athletic centers within the local community and the nutritional aspects of the Mediterranean diet, and particularly the Italian culinary tradition. 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 by the student. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

GSHSLN60
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 lifespan 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. Course Note: This course includes cooking labs and various physical activities in relevant locations in Florence.

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.

GSHSPs290
Happiness in Western and Eastern Philosophy
3 semester credits. The course aims at offering a multifaceted perspective on happiness based on studies and techniques for the study of the mind and behavior developed by both Western and Eastern psychologies. It covers and compares common threads and differences in the understanding of happiness in traditional and recent schools of thought focused on the possibilities and instruments to enhance human happiness and well-being.

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.

GASHYt300
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 distresses. 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 develop the application of yoga therapy in individual and group contexts throughout the duration of the course. Prerequisites: An introductory yoga course or equivalent.

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.

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.

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.

GSDGC330
Contemporary Slavery
3 semester credits. This course focuses on contemporary slavery in the 21st century. The types of modern slavery that are examined include forced labor,
child soldiers, human trafficking, indentured servitude (domestic servants), and "foreign" sex workers. What part does the modern globalized world play in this? How do governments, popular culture, national immigration policies, organized crime, poverty, and political instability contribute to what truly is the world's oldest profession? Special attention will be paid to the role of gender, how slavery is rampant worldwide, and how it impacts its victims.

**GSDGHS330**

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.

**GSDGHS350**

Human Sexuality: A Cross-Cultural Perspective

3 semester credits. Students will examine human sexuality via diverse world cultures. The course examines the evolution of human sexuality in order to better appreciate cultural, religious and regional differences, taboos, and practices. Students will be expected to think critically about these influences while examining their own beliefs about sexuality. Topics addressed include the influence of church and state on sexuality, marriage practices, sexual practices and behavior, as well as case studies addressing contemporary issues.

**GSDGGR360**

Gender Roles and Stereotypes of Power in Italy

3 semester credits. The course aims to explore some key representative personalities of Early Modern Italy and to determine, through the examination of literary, artistic and historical sources, to what extent the characteristics of Italian mores - even in present times - have been shaped by the skills, virtues and vices of these historic figures. Taking as a starting point the almost continuous warfare between city states in Italy and the numerous foreign invasions and dominions that characterize the peninsula from the Middle Ages to late modern periods, the making of Italian mentality emerges in the following representative categories: the prince, the courtier, the merchant, the mercenary soldier, the nun, the cardinal, the brigand, and the scholar.

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**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.

**GSPSWM280**

War, Peace, and Media

3 semester credits. This course combines a practical element in media studies with a research-based engagement in peace, conflict, and international relations. By focusing on this subject-specific discipline, the course aims at equipping future media professionals (international correspondents, journalists, media editors, film and documentary makers, producers, etc.) with a foundation in media production skills as well as with a critical understanding of international affairs, in particular those related to the coverage of peace research, conflict analysis, and resolution.

**GSPSFR280**

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 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.

**GSPSID305**

International Development Cooperation

3 semester credits. This course will examine the history and evolution of international cooperations (development aid and humanitarian aid) and provide students with relevant methodologies for international development campaigning, project cycle management, communication, and networking with potential institutional or private donors. The final portion of the course will consist of a field application of the material covered through activity participation and integration within the local community.

**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.

**GSPSEC340**

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 globalisation, students will consider arguments from philosophers, economists, businessmen, business 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.

**GSPSCM360**

Conflict Management

3 semester credits. Conflict represents a relevant part of human experience and concerns both personal and public relationships. It can be a source of positive development or, on the contrary, a source of violence depending on how it is managed. This course aims at presenting a general introduction to the theory...
of conflicts and the basic principles of their prevention and management. The first part of the course will analyze the nature, causes, and characteristics of conflict along with the various mechanisms fostering it. It will also focus on nonviolent communication to promote individual skills of listening, empathy, participation, and a constructive critical sense. The second part of the course will specifically analyze nonviolence in its principles and through the experience of significant past and contemporary representatives such as Gandhi, Martin Luther King, and the Dalai Lama.

### DEPARTMENT OF SUSTAINABLE DEVELOPMENT

The Department of Sustainable Development covers an interdisciplinary field that seeks to promote positive changes in the international and local economies, societies, and politics. Courses provide the analysis on contemporary challenges and recent philosophical, economic, and technical solutions.

**GSSDFS200**

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 ethnically-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.

**GSSDDG305**

International Development Cooperation

3 semester credits. This course will examine the history and evolution of international cooperations (development aid and humanitarian aid) and provide students with relevant methodologies for international development campaigning, project cycle management, communication, and networking with potential institutional or private donors. The final portion of the course will consist of a field application of the material covered through activity participation and integration within the local community.

**GSSDGW310**

Global Warming

3 semester credits. In this course students will study the Earth's climate system and explore the science and politics of global climate change. Students will become familiar with the science that lies behind the increasingly frequent forecasts of global warming, and they will be able to evaluate the likelihood and potential severity of major climate changes in the future. The following topics will be addressed: the physics of the "greenhouse effect," the carbon cycle as a global thermostat, ocean circulation, and the science and politics of global climate change.

**GSSDD310**

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.

**GSSDFS325**

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 ethnically-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.

**GSSDG201**

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.

**GSSDG325**

Global Recycling Policies

3 semester credits. This course examines the history of public recycling for environmental conservation, referable purchasing, and other product reuse policy strategies. Topics focus on business aspects and case studies for product stewardship and strategies to reduce the influence of products on the environment. International approaches such as the European, North American, and Asian policy movements are considered, and the context for product policy in the US is also highlighted with an overview of product-specific approaches. The course features an analysis of the tools available to policymakers in order to promote product policy including laws, voluntary agreements, and demonstration projects.

**GSSDDS200**

International Development Cooperation

3 semester credits. This course will examine the history and evolution of international cooperations (development aid and humanitarian aid) and provide students with relevant methodologies for international development campaigning, project cycle management, communication, and networking with potential institutional or private donors. The final portion of the course will consist of a field application of the material covered through activity participation and integration within the local community.

**GSSDDN310**

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.

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GSSDPS325
Sustainable Publishing
3 semester credits. The movement to promote sustainable practices is especially relevant for the publishing industry and the volume of printed products that it generates. This course focuses on how publishers can be more efficient and environmentally-friendly in their production, how the internet and e-books and e-publishing have impacted the industry, what types of recycled products really contribute to the aesthetics and cost/waste factors of printed literature, and similar topics. The effects of the paper industry on forest environments and on workforce/employment will be examined in order to provide students with a balanced perspective of why in our age green practices are being considered increasingly by publishers. This class includes experiential learning with CEMI. Prerequisites: Fundamentals of Publishing and Editing or equivalent.

GSSDCF330
Greenmapping Florence
3 semester credits. This unique course offers a dynamic opportunity for students to become green mapmakers and develop a project that will help them and the community understand what sustainable development actually means on a local level. The very existence of tourism depends on a qualitative natural environment, resources, and cultures. For a long time tourism was considered an activity without impact on local territories, different from other forms of development. It is now recognized that tourism is a major industry, that has been characterized by rapid, short-term ventures which have often damaged the very assets upon which it depends. The first part of the course, focuses on the assets and principles that characterize sustainable and eco-tourism, the hospitality structures of Florence, and the supply services and activities that make Florence one of the top world destinations. In the second part of the course, students will be able to create a map based on the green-mapping concept, a geographic tool that will enable them to share information about the green living sites and natural, cultural, and social resources in Florence.

GSSDFS330
Project for Sustainable Interior Design I
3 semester credits. This course provides students with both the conceptual framework and analytical tools for designing with sustainable materials. The approach focuses on simple methods consisting of unique tools that guide the green novice or design veteran in analyzing the sustainability of a wide range of products and materials. Through the practical experience, students explore the design process and create sustainable furniture, products, or interior design objects from select materials. The tools and emerging practices provided during the course aid in evaluating materials for high-performance residential and commercial interior design projects, furnishings, and green products. This class includes experiential learning with CEMI.

GSSDSE330
The Economics of Sustainability
3 semester credits. The course will cover economic concepts and theories for analyzing sustainable development and practices of business, governments, and nonprofit organizations. Students will learn how economics is irrevocably linked to the natural environment and social institutions. Topics will also cover market and non-market values for environmental and social services, approaches to measure national progress toward sustainable development, causes and potential solutions to environmental and social degradation, the roles of businesses, governments, and nonprofit sectors in fostering sustainability, and the emerging field of ecological economics. Prerequisites: Microeconomics or equivalent.

GSSDFS330
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.

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.

Field learning 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 multifield components of Italian Culture through direct experience.

Field education will advance student learning as a relationship-centered process.

GSSDPS335
Project for Sustainable Interior Design I Experiential Learning
6 semester credits. This course provides students with both the conceptual framework and analytical tools for designing with sustainable materials. The approach focuses on simple methods consisting of unique tools that guide the green novice or design veteran in analyzing the sustainability of a wide range of products and materials. Through the practical experience, students explore the design process and create sustainable furniture, products, or interior design objects from select materials. The tools and emerging practices provided during the course aid in evaluating materials for high-performance residential and commercial interior design projects, furnishings, and green products. 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.

GSSDDM335
Marketing and Design for a Sustainable Lifestyle
3 semester credits. This is a highly interactive course in which students are shown sustainable, innovative, profitable, and competitive products in the global marketplace. Focusing on strategies for using eco-design to obtain new products, concepts, and business models, this course satisfies the needs of opinion makers and designers involved in new product development, market, and sustainability. Students learn how to market their eco-designs, and learn techniques for measuring their ability to reduce environmental impacts and build credibility for their efforts.

GSSDSI340
Sustainable Interior Design In Historical Buildings
3 semester credits. Preserving historic buildings is essential to understanding a nation’s heritage. In addition, it is an environmentally responsible practice and essentially a recycling program on a large scale. This course examines how
existing buildings can often be energy efficient through their use of proper ventilation, durable materials, and spatial relationships. Topics include minor modifications for compatible new uses, upgrading systems to meet modern building requirements and codes, sustainability and preserving legacy, and how traditional designs responding to climate and location can be updated to increase energy savings without compromising original and historic features. Students will analyze concepts of sustainable design and an integrated design process along with an introduction to historic preservation in order to balance goals related to both sustainability, operations, and maintenance. The study of sustainable design principles will enable students to create projects featuring high-performance buildings.

GSUDDCP340
Green Packaging Design
3 semester credits. Packages are handled every day and are the chief support of modern commerce but, on the other hand, they constitute a high percentage of the global waste stream. This course is an essential analysis of packaging from material selection to environmental impact, consumer perception, and market contexts. Upon course completion, students will be able to analyze a packaging problem objectively and be able to maximize a product’s appeal while minimizing eco-impact through innovative design solutions.

GSUDDC350
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.

GSUDDSB350
Sustainable Business Models
3 semester credits. Sustainability in business is both an imperative and an opportunity, and above all a crucial strategic issue facing contemporary commerce. This course provides an overview of the current sustainable business theories and practices in a context in which sustainable business strategies restore and protect environmental integrity and enhance social equity while improving economic vitality.

GSUDDH350
History of Sustainability
3 semester credits. This course provides a survey of sustainability and the evolution of the theories and principles that have shaped the field. A major focus of course topics analyzes the work of Richard Buckminster Fuller and his visionary work. Fuller’s principles continued the chain of transcendentalists, which included Emerson and Thoreau. Along with Fuller and many sustainable thinkers such as Ian McHarg, Victor Papanek, Paul McReady, and John Todd, the course examines the pioneering work and projects that have influenced sustainability. Students develop skills in design inspiration while analyzing the farsightedness of the innovative figures introduced by the course.

GSUDDWH380
UNESCO World Heritage Site, Florence: Moving Towards Sustainable Tourism
3 semester credits. This course, starting with a historical description of the United Nations Educational, Scientific and Cultural Organization (UNESCO), focuses on the “World Heritage” concept and how to become a part of it, explaining the different heritage categories such as Cultural and Natural, Tangible and Intangible. Florence is studied as a model of a city on the world heritage list. Encounters with institutional officers, policies and programs requested to keep the city of Florence on the world heritage list are thoroughly analyzed.

GSUDDD380
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.

GSUDDPS350
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 recovery techniques of reuse and renovation for larger-scale interior design projects involving structures such as a former industrial building. 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.

GSUDDPS355
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 recovery techniques of reuse and renovation for larger-scale interior design projects involving structures such as a former industrial building. 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.

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
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 employed. 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.
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-artisanal 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 experimental 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.

GSUSUJ320
Urban Journalism
3 semester credits. Centralization and decentralization, the pulsating life, and the constant movement witnessed by today’s urban cities represent a major area of journalistic coverage. The purpose of this course is to undertake a deeper examination of the city beat, the phenomenon of polarization between centers and peripheries, and how to evolve effective strategies of journalism that track daily metropolitan development to portray city life on a small and large scale. A part of the course is dedicated to Italian cities, beginning with the portrayal of independent city states throughout history to their current portrayal in the contemporary context.

GSUSFS360
Florence Street Civilization and Culture
3 semester credits. This course provides a glimpse into pedestrian culture, which is an important resource for research and artistic projects on places and landscapes experienced via walking. Discussions will take place regarding walking and related topics: place, landscape studies, mapping, psycho-geography, soundwalks, field recording, sound art, acoustic ecology, soundscapes, history of walking, flaneur culture, walking in literature and the arts, locative media, urban studies, New Urbanism, walkable communities, pedestrian safety, street photography, placeblogs, and graffiti. In particular, announcements, reports/reviews, events, conferences, articles, books, films, artist statements, manifestos, music, and sound scores will be studied.

GSUSMG370
Migrations in a Global Age
3 semester credits. This course will provide students with an in-depth analysis of the global mobility and politics of migration, focusing on concepts such as the function of governments and institutions, the role of public opinion, and societal and national influences on transnational movements. Following a brief introduction to the history of global migration, students will study the theory and policies of international cross-border migration. Students will become familiar with the main topics of current debate on the subject, in particular human rights issues for refugees, undocumented migrants, and asylum seekers. This course will explore effects that migration has on the sending/receiving and host nations, as well as issues of integration, new migrant generations in receiving countries, and the debated impact on economies. Some basic knowledge of international relations is recommended for this course, and students will be required to stay up-to-date on current affairs and events.

GSUSBE390
Built Environment Influence on Human Life
3 semester credits. This course examines the interactions between the social, behavioral, cultural, and technological dimensions of the built environment. Through lectures, discussion, and research projects, students explore the theoretical, historical, and scientific context of the built environment as they develop and increase their level of environmental knowledge.

GSUSFS390
Florence Street Civilization and Culture
3 semester credits. Through lectures, discussion, and research projects, students explore the theoretical, historical, and scientific context of the built environment as they develop and increase their level of environmental knowledge.
HCGH230
Horticulture I
3 semester credits. This course introduces students to the principles of horticultural science: basic plant processes and techniques, plant propagation, maintenance of plant materials, irrigation, and environmental factors affecting plant growth, etc. Field experience and familiarization with tools and practices will be an important part of the course.
Prerequisites: Botany or equivalent.

HCGHP220
Plant Propagation
3 semester credits. Through this horticulture course, the principles, the practices of plant propagation through sexual and asexual methods will be addressed. Seed, cutting, layering, and grafting are some of the topics that will be addressed.

HCGHE240
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.

HCGHF270
Introduction to Floriculture
3 semester credits. This course is an introductory study of the elements related to floral crops. The growth and standard cut flower crop production; floral design, care and preparation; and the identification of indoor flowering plants will be analyzed.

HCGHM270
Greenhouse Management
3 semester credits. This course will introduce students to greenhouse structures, climate control and light, plant nutrition and irrigation, and root environment. Topics will also include plant production and pest and disease control with elements regarding pesticide use.

HCGHT270
Introduction to Horticultural Therapy
3 semester credits. This course introduces students to the principles of horticultural therapy, a formal practice that utilizes horticultural therapy and the benefits of using plants and plant-related activities to foster the cognitive, social, emotional, and physical wellbeing of different groups of users. Coursework will focus on the considerations and solutions for the design of indoor and outdoor therapeutic gardens that fit the site condition and targeted groups (i.e., the elderly, children, people with special needs). Specific attention will be given to evaluating tools, equipment, structures, and techniques used in horticultural therapy activities, and to selecting suitable plants. Study topics covered include: principles of horticulture, plant propagation, soils and soil cultivation, pests and diseases, and lawn care. Through this course, students will come to realize that Horticultural Therapy is not only an emerging profession but a time-proven practice whose benefits have been understood since ancient times. Students will experience first-hand the restorative powers of gardens, landscapes, and green spaces. Finding a sense of calm, experiencing a simpler and nature-minded existence, and forging a connection to the natural environment are all likely outcomes when successfully completing this course. This course includes an Experiential Learning Project with CEI.

HCGHN280
Nursery Production
3 semester credits. This course provides an introduction to nursery production practices. Coursework covers topics related to plant propagation, soil preparation, transplanting and potting, pest control, irrigation, fertilizers, nursery systems, tool and equipment maintenance use, and recordkeeping.

HCGH230
Horticulture II
3 semester credits. This course is an assessment of previously horticultural skills developed through courses and field study. Topics cover principles and practices of sexual and asexual methods of propagation, plant environment, and plant growth response and control. Problem-solving exercises and projects will help students to deepen their knowledge of the subject. Field experience is an important part of the course.
Prerequisites: Horticulture I or equivalent.

HCGHMA330
Medicinal and Aromatic Plants
3 semester credits. This course is based on the acquisition of the basic skills needed to establish or conduct herb production, processing, and marketing. Topics will focus on the identification of important medicinal and aromatic plants and on their requirements, covering both agronomic practices (climate, soil management, cropping, harvesting, organic production) and potential harms (weeds, insects, diseases). Students will be introduced to post-harvest management and primary processing, phytochemistry, and quality control in the pharmaceutical and cosmetic industries, as well as to marketing techniques to enhance entrepreneurial activity based on medicinal and aromatic plant growing.

HCGHGS60
Gardens of Love: Green Paradises in Italy from the Renaissance to Our Age
3 semester credits. This course analyzes the concept of the "Garden of Love" starting from the mythical Garden of Eden as a symbol and model for all enclosed gardens. The Renaissance brought together in garden design all elements of classical antiquity and Christian iconography through exotic plants and new horticultural techniques. The gardens of Renaissance Florence set a standard adopted in much of Europe from the 16th century onward. Baroque developments can be seen in the more theatrical gardens of Lucca and in the opulent gardens of the Roman countryside. Romantic ideas challenged the Italian-inspired model of the formal garden and from the late 18th century, the English landscape style became popular throughout Europe. This Romantic style of planting often replaced complex formal gardens with more naturalistic sweeps of planting, highlighted at times by architectural "follies" or exotic statues. From the early 20th century there has been a revival of the formal layout of the Renaissance and Baroque in very successful Neo-Renaissance gardens. Visit to gardens in Florence and Italy form an integral part of this course.

DEPARTMENT OF VITICULTURE

The Department of Viticulture offers courses related to the science of grape growing and production. Coursework focuses on grape production for the wine industry with a focus on the Italian panorama of grape production in terms of soil management, flavor development, and vineyard operations.

HCVOW250
Introduction to Viticulture
3 semester credits. This course is designed for non-viticulture majors who would like to acquire the fundamentals of basic viticulture techniques and to become familiarized with the origin, distribution, and use of European and New World grapevines. Major and important grape products in other regions of the world will be also be examined throughout the course.

HCVOW262
Tuscany and its Wines
3 semester credits. The course will introduce students to the outstanding richness of the Tuscan wine tradition. Wine typologies representative of the region will be considered throughout the course, which focuses particularly on a detailed study of the most important wine production areas in Tuscany. A general introduction to wine appreciation will be featured along with the analysis of select Tuscan wines and their specific characteristics.

HCVOWM300
Introduction to Winemaking
3 semester credits. This course analyzes the fundamental principles of the grapevine culture in Italy and covers production systems, harvesting, winery organization, and the storage and processing of grapes. The course also provides an overview and sensory evaluations of the major wines produced in Italy. During the fall term, students will spend one weekend at a vineyard during the annual grape harvest.
HCVORG205
Table and Wine Grapes of Italy: an Educational Wine Tour I
3 semester credits. The structure of this course is unique as students will be learning the regional winemaking cultures and practices through a series of field learning activities. Students will learn the characteristics of the important local and international varietal wines and different methods of planting, training, pruning, irrigation, frost protection, and harvesting directly from wine producers. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

HCVOWA440
Wine Appreciation II
3 semester credits. This course has been designed to provide students with an advanced working knowledge of wine appreciation. Emphasis is placed on the study of the most important Italian grape varieties throughout the Italian territory and to learn how to assess and to evaluate the wine typologies deriving from different grapes and soils. Particular importance is given to comparative wine tasting, focusing on the different characteristics of wines coming from different regions. The course gives a complete overview of the important Italian wine areas.

Prerequisites: Wine Appreciation I or equivalent.

HCVOVE450
Viticulture and Enology: An Educational Wine Tour II
3 semester credits. The course gives both a general overview of Italian viticulture and a systematic description of grapevines. 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. Bio and dynamic viticulture will be a special focus. 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 topics.

Prerequisites: Viticulture I or equivalent.

HCVOWW460
Wines of The World II
3 semester credits. This course continues the journey of international wines by focusing on the countries of the New World in order to further develop wine tasting skills. The countries to be analyzed include Hungary, the United States of America (with a special emphasis on California), Australia and South Africa, as well as New Zealand, Chile, and Argentina. Students will participate in comparative tastings in order 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.

Prerequisites: Wines of the World I or equivalent.

HCVOFD360
Flavor Development in Grapes and Wines
3 semester credits. This course examines the factors affecting the quality, flavor, and other attributes (mouthfeel, color, stability) of grapes and wine. Specific areas of lecture and discussion include growing regions, environment, grape maturity, vineyard management, harvesting, vinification, cellaring, blending, and storage practices. Topics covered through a biochemical perspective.

Prerequisites: Introduction to Chemistry or equivalent.

HCVOVE380
Sustainable and Organic Grape and Wine Production
3 semester credits. This course aims at building the viticultural techniques necessary for sustainable agriculture and a harmonious interaction between human beings and nature. Focus areas include specific environmental concerns, use (and misuse) of pesticides, and local/organic and alternative productions compared to intensive pesticide-heavy practices.

HCVOVA310
Advanced Viticulture: Wine Grapes
3 semester credits. As an advanced continuation of introductory topics on viticulture, this course will provide students with a deeper knowledge of vineyard management procedures, vine propagation, harvesting, and recent developments in viticultural techniques. Emphasis will be placed on white and red grape varieties and their major and minor varieties, characteristics, and cultivation needs.

Prerequisites: Introduction to Viticulture or equivalent.

HCVOTG420
Advanced Viticulture: Table Grapes
3 semester credits. This advanced course will provide students with an overview of the table grape industry in Italy and a deeper knowledge of cultural practices, vine propagation, and vineyard management. The specific focus of the course will be on white and red table grapes and their major and minor varieties, characteristics, and needs. Marketing strategies will be covered as well.

Prerequisites: Introduction to Viticulture or equivalent.

HCVOVO390
Vineyard Operations
3 semester credits. (Offered only in the fall) This course focuses on viticulture training for the fall and winter season with an emphasis on the practical applications of the theory acquired through introductory viticulture topics. Studied operations will include harvesting, pruning, varietal selection, erosion control, fertilization, weed control, propagation, and vineyard development.

Prerequisites: Introduction to Viticulture.
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)
- DRAMATIC AND PERFORMING ARTS (PA)
- ENGLISH COMPOSITION AND CREATIVE WRITING (CW)
- GEOGRAPHY (GE)
- HISTORY (HS)
- INTERNATIONAL EDUCATION (IE)
- MUSIC STUDIES (MU)
- 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 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.

#### LAAHHi200

**History of Fashion Design**

3 semester credits. This course presents a visual history of fashion from ancient Egypt to the present, with particular emphasis on European fashion history from the mid-19th century to contemporary style practices. The course will analyze the development of Italian fashion design from the 1950s onwards in terms of Italian quality and fashion identity. An study of social, political, aesthetic, religious, moral, popular, and folkloristic factors and their role in shaping and influence costume will also be covered.

#### LAAHHi207

**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 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 expertise 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.

#### LAAHHi210

**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
Florence 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.

LAAHSS25z 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.

LAAHSS216 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.

LAAHSS220 Introduction to Italian 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 flourished 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, courses 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.

LAAHSS25o Symbols and Symbolism in Western Art
3 semester credits. This class includes 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 objects 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 (imprese) and symbols adopted by individuals and families during the period of the Italian Renaissance. In conclusion, students will look at how 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.

LAAHSS216 History of Interior and Industrial Design
3 semester credits. This course provides a historical survey of interior and industrial design from the 19th century Industrial Revolution to the present day. This historical context of interior design will be set within the framework of social, artistic, economic, political, technological, and scientific issues. Furniture and other single elements of interior design will be examined along with architectural context. Topics include the relationship of interior and industrial design to architecture, economic and social influences of design, and the history of Italian design and furnishings in terms of style, materials, production, technology, ergonomics, and context.

LAAHSS220 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 arts: 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 (Guelfs vs. Ghibellines, the Florentine Guilds, Dante, the Medici family, Botticelli, Michelangelo, Ghilandaio, Ammannati, Pomporn, 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.

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 the 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 multifaceted components of Italian Culture through direct experience. Faculty will assist students in maintaining 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 objects d’art for the home. Much emphasis will be placed on the wide variety of works that 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 consider 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.

LAAHMR300 Art, Memory, and Remembrance
3 semester credits. Death is the most powerful, shocking, and motivating element of life. Its presence is emblazoned in our memories and profoundly alters our behavior. This course will investigate the concept of death and trace its development in the Western World from the 12th to 20th centuries, with emphasis on its associated imagery both in the public and private spheres. Analysis of religious, artistic, and literary texts will unearth the links between the collective memory of death and what defines the characters of our poetic, artistic and cultural imaginations. Through visits in the local community of Florence, an investigation of the modern presence in media and various art forms will reveal the relationship between death and modern sensibility and elicit the questions of who we are, where we are going, and what makes us human.

LAAHHP310 History of Photography
3 semester credits. This course proposes a history and appreciation of photography from the first photographs taken in the 1920s to the present day. The following topics will be covered: the work of pioneer photographers Niépce, Daguerre, and Talbot; the rise and acceptance of photography as an independent art medium; the aesthetic and humanistic ideas and beliefs of photographers within their cultural and social contexts; the contribution of photography to the visual arts of painting, sculpture, drama, film, music, dance, and literature. The course includes on-site visits to museums, churches, and palaces as well as to present-day craftsmen’s “botteghe” in Florence. Each lesson will focus on a single theme (artist, event, building, style, technique) with an emphasis on examining how the theme fits into a larger context and how the theme drew from or shaped the past and future. Topics include the work of pioneer photographers Niépce, Daguerre, and Talbot; the rise and acceptance of photography as an independent art medium; the aesthetic and humanistic ideas and beliefs of photographers within their cultural and social contexts; the contribution of photography to the visual arts of painting, sculpture, drama, film, music, dance, and literature.

LAAHR320 The Genius of 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 and 16th centuries, and into the beginning of the 17th century. Students will not only learn to identify and analyze the individual styles of artists such as Montello, Bruneleschi, 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 museums, 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.

LAAHFY320 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.

LAAHFP330 The Genius of Florence
3 semester credits. This course is designed to introduce the genius and uniqueness of Florence through its philosophical and artistic development. In addition to lectures, site visits to relevant locations such as churches, streets, and museums allow students to become familiar with the city and to train their eyes to notice and comprehend the surrounding environs. An overview of the genius evident in Florence will be analyzed to understand how it is manifested in specific areas. Each lesson will focus on a single theme (artist, event, building, painting, etc.) with an emphasis on examining how the theme fits into a larger context and how the theme drew from or shaped the past and future. Topics include Roman and Medieval Florence, the Bargello, Palazzo Davanzati, the Church of Santa Croce, Santa Maria Novella, the Museum of the Opera del Duomo, Palazzo Medici-Riccardi, Palazzo Vecchio, San Lorenzo and the Medici Chapels, the Hospital of the Innocents, Palazzo Pitti and the Boboli Gardens, and the Institute and Museum of the History of Science (Museo Galileo).

LAAHAP325 Art and Places: From Renaissance Florence to the Contemporary Metropolis
3 semester credits. This course will develop a comparative study of art as an expression of human experience from the development of the paradigms of beauty and aesthetics developed during the Renaissance to the contemporary perception of beauty. The course will include major artists and influences in terms of styles and movements. The course will feature a contrast between the “two cities” within the city that embody these diverse ways to convey art and beauty as an experiential pathway for understanding the evolution of artistic language and its possible directions in the future.

LAAHNY340 Museums and Collections
3 semester credits. This course examines the history of the collecting of objects from the sacred collections in the temples of classical antiquity to the creation of...
of the great national museums formed in the nineteenth century. Topics include: the medieval Schatzkammer and the Renaissance Studiolo, the great private collections of Baroque Rome, and how the Roman collections made their way to public museums. Another important topic is the Uffizi Gallery in Florence and its transformation over 450 years up to the present day. By visiting contemporary museums located in ancient buildings, students will be able to assess the difficulties and methods of museological display and their effects on the contemporary visitor's perception of art history. 
Prerequisites: Survey of Western Art or equivalent.

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.

LAAHSL340
Semiotics: The Signs and Language of Art
3 semester credits. The main objective of the course is to examine important semiotic tools for the analysis of visual texts. Starting from a point of view based on the production of meaning, lectures will analyze theoretical and methodological instruments for the semiotic investigation of art works in painting, sculpture, architecture, photography, video, and art installation, establishing a continuous communication among diverse technologies. Specific focus will be placed on the analysis of significance and meaning of visual languages used in visual arts. Students will actively participate in the inquiry and will be requested produce individual analyses. Authors such as Barthes, Eco, and Morris will be examined.

LAAHM345
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.

LAAHGB350
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 super-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 also features a field learning component in relevant Italian locations to supplement and enrich academic topics. Prerequisites: Survey of Western Art or equivalent.

LAAHAM350
Practices, Modes, and Trends in Contemporary Art Systems
3 semester credits. The modes of making art have changed since modern times and continue to evolve. How does an artist confront the world today? What are the do's and don'ts that make the difference? What are the roles of characters who do not make art but revolve around the art system? What are the functions of curators, art critics, and gallerists? Why is the art system experiencing such an explosion of art biennials and art fairs, and what is the artist’s role in this process? What is contemporary culture? What has the Chinese panorama already expired and what were the contributing factors to the 2008 art collapse? This course, maintaining a constant dialogue with students, is meant to answer these and other questions.

LAAHAA355
Art and Architecture in Florence and Tuscany
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.

LAAHCL360
Gardens of Love: Green Paradies in Italy from the Renaissance to Our Age
3 semester credits. This course analyzes the concept of the “Garden of Love” starting from the mythical Garden of Eden as a symbol and model for all enclosed gardens. The Renaissance brought together in garden design all elements of classical antiquity and Christian iconography through exotic plants and new horticultural techniques. The gardens of Renaissance Florence set a standard adopted in much of Europe from the 16th century onward. Baroque developments can be seen in the more theatrical gardens of Lucca and in the opulent gardens of the Roman countryside. Romantic ideas challenged the Italian-inspired model of the formal garden and from the late 18th century, the English landscape style became popular throughout Europe. This Romantic style of planting often replaced complex formal gardens with more naturalistic sweeps of planting, highlighted at times by architectural “follies” or exotic statues. From the early 20th century there has been a revival of the formal layout of the Renaissance and Baroque in very successful Neo-Renaissance gardens. Visit to gardens in Florence and Italy form an integral part of this course.

LAAHCL360
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 visiva, 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 problems 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 Boulée 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 Kahn, 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. Students will conduct a critical analysis of concrete examples of architecture 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.

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.

LACTS220
Italian Society in Film
3 semester credits. The aim of this course is to explore and understand the evolution of contemporary Italy through the viewing and discussion of Italian films produced since the Second World War. The films chosen strongly reflect the nation and its changing culture and society. Critical, historical, and sociological readings supplement the analysis and discussion of the film content.

LACTS230
Introduction to Italian Theater
3 semester credits. This course traces the history of Italian theater from the Renaissance to the 20th century. Students will receive a broad overview of the subject and be able to relate the evolution of Italian theater to the other artistic disciplines such as 19th century opera.

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.

LACTHF350
The Holocaust in European Film and Fiction
3 semester credits. This course examines the representation of the Shoah in European film, documentary, and narrative film. All aspects of the Holocaust will be explored from Nazi anti-Semitic propaganda to film and fiction as memory and mourning, oral testimony of perpetrators and survivors, and parody and comedy. Class discussions form an important part of this course and will focus particularly on the ethics and appropriateness of representations of the Shoah in film and fiction.
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.

**LACSLA150**
Latin (Beginner)
3 semester credits. This course is an introduction to the basics of Latin grammar, syntax, and vocabulary, with an emphasis on reading continuous passages. Coursework will include some on-site teaching both in Florence's city center (to examine Latin inscriptions) and in the Archaeological Museum of Florence in order to provide a cultural context to the study of the language.

**LACSLA200**
Latin (Intermediate)
3 semester credits. This course is a continuation of beginning-level Latin with the aim of deepening students' knowledge of Latin grammar, syntax, morphology, and semantics. Essential components of coursework include readings and translations. Prerequisites: Latin (Beginner) or equivalent.

**LACSER300**
Etruscan, Greek, and Roman Culture and Civilization
6 semester credits. This course traces the development of Greek, Etruscan and Roman civilizations present in Italy with a focus on three particular areas: Tuscany (Etruscans), the city of Rome (Romans), and Sicily (Greeks). The objective is to explore the cultures that arose in these ancient civilizations and how they have shaped and continue to affect Italy. Themes that will be addressed include art, culture, mythology, history, political and military development, comparison and contrast between the three civilizations, and the relationship between them and the above-mentioned locations. Please note: On-site research in Tuscany, Rome, and Sicily throughout the duration of the academic session will provide direct access to locations and sights of interest related to 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.

**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 the 8th-century BC 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.

**LACLI120**
Introduction to Literature
3 semester credits. The purpose of this course is to survey important authors, works, and genres (including fiction, poetry, drama, and non-fiction) of Western literature from the 16th century to the present day. The course emphasizes the study of the literary, historical, and cultural significance of selected works. Students will be introduced to basic literary terms and concepts relating to the various genres and styles and will be given the essential tools to develop their own critical approach to the texts analyzed.

**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.

**LACLBT285**
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.

LACLWF290
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.

LACLWF310
Women Writers and Florence
3 semester credits. “It is a woman’s voice, sire, which dares to utter what many yearn for in silence” - Elizabeth Barrett Browning. When considering the literary responses to a city that has attracted visitors for centuries, female voices - those of writers who have made Tuscany their home as well as those who have been touched by its power during a shorter period of stay - offer a particular insight and depth to the impact of “la bella citta.” Exploring the writings of Anglo-American authors from the 19th century to the present day, this course intends to bring to life the specific inspiration that female writers drew upon - the city of Florence and its surrounding Tuscan region. Italy attracts to its artists with a certain quality - a curiosity for living and a questioning of life and how it requires artists to enter into a unique engagement with its landscapes. Through the work of selected writers and visits to some of the locations of which they write, students will travel on a journey through time examining the manner in which women have depicted, struggled with, been stimulated by, and been engaged with one of the most inspiring cities in the world. Writers include Elizabeth Barrett Browning, Mary McCarthy, Iris Origo, Magdalen Nabb, and Sarah Dunant.

LACLGT340
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.

LACLTV350
Traveling: A Voyage of Self-Discovery
3 semester credits. Traveling, an activity stemming from antiquity, usually combines a physical change of location with the evolution of one’s own consciousness. It not only enlarges our view of the world and exposes us to other people’s habits, lifestyles and mentalities, but it also shows us things about ourselves we might not have known before such as our fears, prejudices, and limits. This course will examine writings that deal with real or fictional traveling experiences or with the idea of travel itself. Students will examine excerpts from “The Odyssey,” Herodotus’s “Histories,” the “Epic of Gilgamesh,” Buddhist Scriptures, 18th and 19th century traveling memoirs of the Grand Tour, and the experiences and theories of contemporary travelers and journalists such as Bruce Chatwin and Bill Bryson.

LACLP355
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 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, Michelle Ondaatje, Hanif Kureishi, Jhumpa Lahiri, Azouz Begag, Salman Rushdie, and Edward W. Said.

LACLEJ360
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 lifestyle, 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.

LACRCR170
Criminology
3 semester credits. This course presents the key concepts and debates in criminology. The core of the course will cover issues such as the definition, measurement, and explanations of crime, offender treatment, the role of research, and the influence of criminology on public policy. In addition, case studies will be used to illustrate issues and policy in Italy and the European Union.

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.
CATALOG 9

3 semester credits. This interdisciplinary course will examine various facets of the Italian criminal justice system including an overview and present day realities of the justice system, types and tendencies of crime nationwide, correctional and rehabilitation policies and facilities, gender issues both in policing as well as regarding criminality, and the role of the family and Church. Case studies will be used to examine and illustrate the Italian situation as well as a series of documentaries and films. Films may be viewed outside of regularly scheduled class time.

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.

LACRC260 Crimes and Criminality in Italy

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.

LACCSS280 Florence: The Perfect Crime Scene

3 semester credits. Florence, the cradle of the Renaissance, hides a dark side that students will explore throughout this course. From as early as the Middle Ages, Florence’s streets have been the scene of crimes, conspiracies, murders, and acts of violence. Fast-forward to modern-day Florence and uncover the Monster of Florence case a series of gruesome, unsolved murders that have caught the public’s imagination and continue to do so today. This course will take a thematic approach; each week, students will focus on an issue or series of issues in crime and punishment in Florence from a historical perspective. This course integrates forensic concepts as they apply to the investigation of particular crime cases. Jurisprudential and procedural issues will be addressed as they arise from the study of specific investigatory techniques. Exploring several historic crime scenes by foot, this course will bring crime cases and mysteries to life. Renowned locations in Florence such as Piazza della Signoria, Piazza Duomo, and the Ponte Vecchio will be rediscovered from an unusual point of view.

LACRWD345 Women to Die for: Lethal Passion

3 semester credits. Death by murder, illness, or suicide is the end result in many of most compelling stories of true crime. From the tops of the fallen woman that permeates the 19th century novel to the performances of pure vengeance in Hedda Gabler and Medea, women heroines often take the brunt of society’s censure of “inappropriate” passion. The protagonists are always marked by a difference that extends far beyond their illicit yearnings, and that precedes its development in the plot: they are made strange in comparison to other characters, and are somehow smarter, more interesting, more confused, and more demanding than the rest of society. Examples of lethal feminine figures will be covered throughout the course.

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 practiced 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 intransient system of values and behavioral mores caused great national debate. A 1970 film, “La moglie piú 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.

LACRNM350 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.

LACRNM351 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, 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 multifaceted components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LACRM380 History of the Mafìa

3 semester credits. This course discusses the origins and development of the Mafìa in the context of Italian politics, economics, and society from the sixteenth century to the present day. It analyzes the nature of Mafìa activities and their international relevance. Special focus will be given to judicial procedures against the Mafìa and the experiences of key individuals and groups contrasting their illegal activities.

FLORENCE UNIVERSITY OF THE ARTS

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The Department of Dramatic and Performing Arts offers a wide range of subjects related to music and dance in terms of theory, composition practice, and performance.

**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.

**LAPAG120**
**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 fingerling 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.

**LAPADJ180**
**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 right 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.

**LAPABD200**
**Ballroom Dance**
3 semester credits. Through this course, students will learn the basic steps of three dances: Waltz, Foxtrot, and Swing. Students will focus on learning the fundamentals of Waltz, known for its graceful and seemingly effortless style, such as twinkles, various turns, and back-to-back steps. Foxtrot is a sophisticated dance style with long, continuous movements. Students will focus on learning the fundamentals of Foxtrot including the basic step, the rock step, and turns. Lastly, the course will examine the animated and social style of Swing as a great way to develop coordination, fitness, and confidence. Swing will start with the basic steps, posture, footwork, and form. The three basic rhythms (single, double, and triple) will be taught, as well as underarm turns, and continue with variations and additions to basic patterns. Each lesson will provide students with formal instruction of the history of ballroom dancing. Specific attention will be given to the historical roots of ballroom dancing and its progression through the centuries from Renaissance to modern social dancing.

**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.

**LAPAI200**
**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.
Necessary voice techniques to master opera repertoire under the professional
Opera Singers: Vocal Techniques
LAPAVT240
with CEMI.
work according professional standards.
develop the knowledge and experience necessary to interpret and perform the
of an entire work and, through the practice with the pianist, will be able to
intonation, proper Italian diction, and the specific performance practices of the
will take on entire scores and emphasize phrasing, dynamics, color, rhythm,
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.
Ensemble Music
LAPAE5270
3 semester credits. Coursework will involve students within a Florentine group
context of choral singers. Guided by a specialist in ensemble singing, students
will study a program of excerpts from the Italian polyphonic repertory from the
Middle Ages to the present day. Particular emphasis is placed on the control of
the intonation and the fundamentals of Italian phonetics, diction, and sound
production. Practice through performance is an important element of this
course.
This course requires a placement audition.
Dance Movement and Creative Arts Therapy
LAPADT280
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.
Dance Workshop
LAPADW300
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.
Vocal Repertoire: Middle Ages, the Renaissance and the Baroque
LAPAM300
3 semester credits. This voice course is for students interested in exploring the
historical Italian vocal repertory from the Middle Ages to the Renaissance and
the Baroque. Particular emphasis is placed on the repertoire of Italian madrigals
(O. de Lassus, Palestrina, Monteverdi) and on early forms of melodrama (Peri,
Caccini). Vocal literature will be discussed in relation to vocal technique. The
fundamentals of Italian phonetics, diction and sound production will be
studied. Practice through performance is an important element of this course.
This course requires a placement audition.
Advanced Piano
LAPAPA300
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.

LAPAV300  
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 musical 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.

LAPADRE350  
Singer’s Diction
3 semester credits. This is a specialized course for singers is designed to provide individual instruction in Italian phonetics and diction. Using the International Phonetic Alphabet, the student will study the linguistic techniques used for the vocal arts and learn how to effectively express the written word with the “vocal organ.” Emphasis will be placed on the study of phonetics, resonance and breathing systems, syllabification and articulation, the value of vowels, and tonic and phonic accents. Drawing from some of the finest works of Italian literature from masters such as Dante Alighieri and Lorenzo de Medici, the student will undertake clause analysis, improve diction and pronunciation, and learn how to “declaim” a text accurately before interpreting it through the song. The great variety of theaters and the Florentine performance seasons such as the Maggio Musicale and at the Opera House will grant students exposure to a world-class level of recital performances that will broaden horizons in terms of musical influences and taste.
This course requires a placement audition.

LAPAMT350  
Music Therapy: The Secret Language of Sound
3 semester credits. “One could say that sound itself is more privileged than words. Music has a much larger world of associations at its disposal precisely because of its ambivalent nature: it is both inside and outside the world” (D. Barenboim). The course is aimed at students regardless of their educational backgrounds in music. Through a combination of lectures, targeted listening, and group work, the course will stimulate student creativity, feelings, and imagination, leading participants not only to acquire a deeper knowledge of classical music but also to develop a special sensitivity to music. The experience of exposure to sound will provide students with an insightful tool to analyze and understand the psychological and physiological effects of musical therapy, its impact, and potential.

LAPAD580  
Topics in Dance Studies
3 semester credits. “Choreographing Community: Dance, Culture, and Society”: The course will explore the meanings of culture as it relates to dance and discuss the relationship of the term “society” to the study of culture and dance. “Dance and Everyday”: Students will explore the connections between daily
movements and dance and discuss how post-modern dance turned to the neglected aspects of the “quotidian” to fill the gap between art and everyday life. “Dance, Kinetic Knowledge, and Ethnographic Methods”: Discussion will be held on why ethnography and qualitative research are the preferred methods in dance studies. “Self-reflexivity and auto-ethnography. Dance and the Body”. Students will examine how the concept of body has recently stirred the attention of the social sciences and explored the key contribution that dance and dance studies can make to the discussion. “Dance and Gender”: Students will consider the contribution of feminist and gender theory to dance scholarship. “Dance and Multiculturalism”: students will explore how multiculturalism, a term taken up most strongly in the arts, relates to issues of race and ethnicity. Discussion of postcolonial theory and diaspora studies will be included. “Dance and Tourism”: Consideration will be given to the role of dance in the representation of a nation/culture through global tourism. “Choreographing the Virtual”: The emergence of videodance, the creation of dances in virtual settings, and the use of ICT in dance (DanceForms software) will be covered. Prerequisites: Dance Workshop or equivalent. LACWCR101 English Composition 3 semester credits. This course prepares students for university-level academic coursework by emphasizing expository writing, the basics of library research, and the conventions of academic discourse. Students employ a variety of voices (first, second, and/or third) appropriate for diverse rhetorical situations. 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 LACWR230 Critical Writing 3 semester credits. This course will guide students to expand and strengthen their critical abilities to read, reflect on, discuss, and write about texts taken from a range of disciplines: history, philosophy, the social sciences, general science, as well as from a variety of literature. The course is designed for students who wish to develop a critical approach to their academic reading and writing in order to write effective college papers. Guidelines on organizing research methods both in libraries and online form an integral part of the course. LACWIS55 An Italian Journal 3 semester credits. One of the most valuable activities to enhance an international and intercultural experience is to keep a journal. No matter how amazing and unforgettable the experience may seem, it doesn’t take long before memories eventually begin to fade. More importantly, journal-keeping actively engages the individual in an overseas journey through thinking, interpreting, and analyzing intercultural experiences that can transform students into global citizens. The course guides students in developing a journal of the many opportunities for engagement and exposure during a study abroad experience. Students will be actively involved with the Student Life Department to discover and reflect on the surrounding environment to address matters of cultural diversity, language, customs, social outreach, lifestyle, and entertainment. This course feature active involvement with the Student Life Extracurricular activities and a language component as an effective means to discover contemporary Italy. During each lesson, the instructor will focus on key features of Italian language, allowing students to unravel hidden details of Italian communication and culture. LACWIM270 Introduction to Memoir 3 semester credits. This course is a workshop for 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. LACWOF285 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 Gandhi, 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.

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, making social and professional arrangements, and understanding social and professional discourse. 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.

Course content: talking about yourself and others holidays, jobs, free time, sports, and interests; talking about your past life; detailed descriptions of people and places; job applications; dealing with financial institutions; making social arrangements; using timetables and travel information; booking accommodation; interviews; finding living accommodation.

Levels covered: B1
Prerequisites: A2 in the CEFR self-assessment grid and/or a beginner/Level 1 English language course.

LACWTW390
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’s campus press Ingorda.

This class includes experiential learning with CEMI.

LACWPP390
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 or equivalent.

LACWCW390
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.
Field education will advance student learning as a relationship-centered process.

**LACWSc36o**

**Scriptwriting**

3 semester credits. This course provides a detailed exploration of the world of scriptwriting for various formats including TV and radio. Students learn how to write scripts for media outlets according to appropriate professional formats such as films, commercials, talk shows, news broadcasts, etc. Students also develop the basics of understanding the relationship between scripts and the visual storytelling/pre-production process.

**LACWFw380**

**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.

**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.

**LAGEDE200**

**Discovering Europe: Mapping the Voyage**

3 semester credits. This course provides a both broad and detailed analysis of European geography by using a systematic topical and regional approach. Areas of study include topography, climatology, demographic patterns, migrations, political geography, transport, communication, pre-agricultural and agricultural Europe, industrialization, environment, and tourism. The intricate dynamics of countries within the European Union will be a major area of study and discussion.

**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.

**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.

Field learning will provide students with the opportunity to develop skills and appreciate the multifield components of Italian Culture through direct experience.

Field education will advance student learning as a relationship-centered process.

**LAGECS280**

**Florence: The Perfect Crime Scene**

3 semester credits. Florence, the cradle of the Renaissance, hides a dark side that students will explore throughout this course. From as early as the Middle Ages, Florence’s streets have been the scene of crimes, conspiracies, murders, and acts of violence. Fast-forward to modern-day Florence and uncover the Monster of Florence case a series of gruesome, unsolved murders that have caught the public’s imagination and continue to do so today. This course will take a thematic approach; each week, students will focus on an issue or series of issues in crime and punishment in Florence from a historical perspective.

This course integrates forensic concepts as they apply to the investigation of particular crime cases. Jurisprudential and procedural issues will be addressed as they arise from the study of specific investigatory techniques. Exploring several historic crime scenes by foot; this course will bring crime cases and mysteries to life. Renowned locations in Florence such as Piazza della Signoria, Piazza Duomo, and the Ponte Vecchio will be rediscovered from an unusual point of view.

**LAGCC285**

**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 ongoing 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.

Field learning will provide students with the opportunity to develop skills and appreciate the multifield components of Italian Culture through direct experience.

Field education will advance student learning as a relationship-centered process.
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."

LAGEIH315
Food and Wine Tourism in Italy: Tracing Territories and Cultures
3 semester credits. This course will consider how food and wine tourism is implemented in Italy. The regional aspects of the country, its rich cultural variety, and how the tourism exploits cuisine and wine in sustainable forms will be analyzed. Students will explore the unique gastronomy, products, and producers of specific Italian regions in order to understand the role of territories and local cultures in Italian food and wine tourism. The practices, organization, management, and implementation of these forms of tourism will be studied along with territorial and cultural aspects to discover how gastronomic tourism expresses the soul of a place and can generate new or renewed interest in geographic areas of Italy.

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
Spaces, Objects, and Identities in 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 implementation of these forms of tourism will be studied along with territorial and cultural aspects to discover how gastronomic tourism expresses the soul of a place and can generate new or renewed interest in geographic areas of Italy.

LAHSSWC230
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.

LAHSRC250
Renaissance Culture Through Lifestyle and Cooking
3 semester credits. This course offers a comparative study of the relationships between Italian culture and cookery from the Renaissance of Lorenzo de’ Medici (il Magnifico) up to the present. Other topics discussed during this course include the impact of the discovery of America on Italian cooking and eating habits, the gastronomic contributions of famous Florentine artists and the effect they had on their works, the important role of Caterina de’ Medici in exporting Tuscan cuisine to France. The second part of the course deals with the examination of historic texts and recipes as an example of changing customs and the diversification of social classes. Lectures will be complemented by student cooking labs and tastings.

LAHSAR250
The Power, Decadence, and Collapse of Ancient Rome
3 semester credits. This intensive course covers the history of Rome from its origins to the fall of the empire in the fifth century. Topics are divided in to four periods: 1) early Roman civilization from its early foundations to the destruction of Carthage in 146 B.C, 2) the destruction of Carthage to the death of Caesar and the collapse of the Republic, 3) an examination of the first twelve emperors and the social, political, and economic situation of the Roman Empire during their reigns, and 4) the social, political, economic, and religious aspects of empire from the reign of Trojan to Constantine the Great and the empire’s disintegration. Films and documentaries screened as a part of this course may be viewed outside of the regularly scheduled class time. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.
LAHSM1250
Made in Italy
3 semester credits. This course explores the extraordinary phenomenon of the renowned excellence and distinctive characteristics of Italian style from the Unification of the Italian nation to the present day. The course focuses not only on numerous products and brands of Italy by but also its distinctive character, way of living, attitudes, and peculiarities. This historical study of Italian taste will be set within the context of social, artistic, economic, political, technological, and scientific issues. Particular emphasis will be given to the Florentine environment. Consideration will be given to all aspects of industry, craftsmanship, and product design from ceramics to textiles, cuisine, entertainment industry, automobiles, furniture, fashion, and household objects.

LAHSFW1280
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 (Cuelphs vs. Chibillines, the Florentine Guilds, Dante, the Medici family, Botticelli, Michelangelo, Ghirlandaio, Ammannati, Pontormo, etc.). Students will be encouraged to develop their own experimental 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.

LAHSCS280
Florence: The Perfect Crime Scene
3 semester credits. Florence, the cradle of the Renaissance, hides a dark side that students will explore throughout this course. From as early as the Middle Ages, Florence’s streets have been the scene of crimes, conspiracies, murders, and acts of violence. Fast-forward to modern-day Florence and uncover the Monster of Florence case a series of gruesome, unsolved murders that have caught the public’s imagination and continue to do so today. This course will take a thematic approach; each week, students will focus on an issue or series of issues in crime and punishment in Florence from a historical perspective. This course integrates forensic concepts as they apply to the investigation of particular crime cases. Jurisprudential and procedural issues will be addressed as they arise from the study of specific investigatory techniques. Exploring several historic crime scenes by foot, this course will bring crime cases and their stories to life. Renowned locations in Florence such as Piazza della Signoria, Piazza Duomo, and the Ponte Vecchio will be rediscovered from an unusual point of view.

LAHSCS285
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 ongoing 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 multifield components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

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.

LAHSTI300
The Italians: Life, Culture, and Society
3 semester credits. The purpose of this course is to 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.

LAHSEL330
19th Century Europe
3 semester credits. This course examines the great revolutions, national movements, and innovations that shaped Europe in the 19th century. The course begins with the origins of the French Revolution and concludes with the start of the First World War. The evolution of the nation state and effects of the industrial revolution will also be carefully analyzed. Special attention will be given to the unification of Italy and the rise of the Italian nation state and how the state embodied and copied the characteristics of its European neighbors.

LAHSSR330
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.

LAHSMF330
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.

LAHSSS330 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 he 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 sensuality 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 Bernardino. 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 Camerellas 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 era 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.

LAHSCB340 Court Brides, Politics, and Dynasties 3 semester credits. This course seeks to define the figure and role of a dynastic bride from the late Middle Ages to the Enlightenment. For centuries, young women of noble families served as pawns for their male relatives' political and economic aspirations. Married to former foes or potential allies to make peace or to seal a treaty, these women often had to leave their homes or countries and quickly acclimate themselves to the life of their spouses' court. Differences in climate, fashion, etiquette, religion, and language made their post-wedding existence a significant challenge. These brides were considered outsiders whose main task was to produce the proverbial "heir and a spare" while at the same time often being prevented from bringing up these children according to the customs they had been used to. A rise in rank, new powers, and ability to spend on commissions and fashion may have compensated in part for some of these drawbacks. A background in European history and in art history is helpful but not required.

LAHSCS340 Church and State 3 semester credits. The relationship between state and religion is an issue as old as time. Students will examine how throughout history the church, temple, mosque, and state were intertwined with the rise and fall of great civilizations. Special focus will be given to contemporary issues regarding secularism in the 21st century and how the phenomenon of multiculturalism and globalization have generated fundamental questions for many societies.

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.

LAHSMN345 Modern Italy: From Risorgimento to Fascism 3 semester credits. This course traces the origins of the Italian nation state in the post-Napoleonic period of the Concert of Europe (1815). Themes include the forces behind the Risorgimento movement and final unification of Italy, the role of the Catholic Church, liberalism, nationalism, liberalism, the First World War (1915-1918), the rise and fall of Fascism in the 1920s. Lectures will be complemented by relevant documentaries and films. Films may be shown outside of regularly scheduled class time.

LAHSSS330 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 countess (courtigiana). 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.

LAHSSW350 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 quality 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 (2014), 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 (2014). 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 (2014). 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' efforts 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 academic content are acquired outside of the traditional 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 hands-on projects 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 multifield components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process.

LAHSC360
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.

LAHSH360
Italian Jewish Heritage: Culture, History and Tradition
3 semester credits. The Jewish community in Italy is the oldest in Europe, existing for well over 2,000 years. This course will investigate when and why the Jewish population migrated, where it settled and why it chose certain areas over others. Topics will include language, art and architecture, religious traditions and chants, the “Golden Age,” the ghetto, relations between Jewish settlers and their host communities, Tuscany as a unique example (i.e. Livorno and Florence) of full freedom or of severe limitation, legal status, family life, and participation in national politics. The Holocaust will be addressed through the experience of Jewish communities in Italy. The course includes visits to important Jewish sites in Florence and film screenings.

LAHSC365
Cultural Crossroads: The Crusaders and the Middle East
3 semester credits. This course explores the world of the western settlers in the Middle East during the time of the Crusades through the analysis of the historical sources. The phenomenon of the Crusades determined for Europeans the problem of surviving and trying to develop a new society in a very different geographical and cultural situation. The course will analyze how they dealt with this issue, what choices they made in their every day life, and why. The focus will be on the consequences absorbed by their own culture by the contact with a completely new landscape. While analyzing their life in towns, castles, villages, and monasteries through archaeological and documentary sources, students will discover the traces left on western material culture by the interaction of the Crusaders with the several local cultures present in the Middle East: Jews, Muslims, and local Christians. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

LAHSH370
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.

LAIEST210
Student Teaching: Field Learning
3 semester credits. The course will consist in a hands-on experience aimed at providing students with the planning, organization, and delivery of field learning activities. Students will be supervised by an instructor who will explain and demonstrate the theories and practices of this innovative teaching methodology as well as guide the student in assisting FUAs EFT department. This class includes experiential learning with CEMI.

LAIEST215
Student Teaching: Galleries
3 semester credits. The course will consist of a hands-on experience aimed at providing students with a concrete and guided approach to planning, organizing, and staging gallery activities and exhibitions organized by the FUA CEMI. The course will allow students to be supervised by an instructor who will explain and demonstrate the theories and practices of gallery organization and operations. This class includes experiential learning with CEMI.

LAIEST220
Student Teaching: Preschool, Kindergarten and High School
3 semester credits. The course will consist in a hands-on experience aimed at providing students with a concrete and guided approach to planning, organizing, and staging nursery activities and exhibitions organized by the FUA CEMI. The course will allow students to be supervised by an instructor who will explain, theories and practices of foreign language teaching as well as assisting FUAs SLD Department. This class includes experiential learning with CEMI.

LAIESA300
From the Grand Tour to Study Abroad: Values in International Education
3 semester credits. Since the Grand Tour of the 1800s, the south of Europe and Italy in particular has been an international destination of discovery, cultural understanding, and personal growth for travelers attracted to the “Bel Paese” for its many wonders. Today, similarly to the past, the interest is still strong, but now the international community has become an active component of the Italian cultural identity. The course aims to explore what are the educational models which foster this cultural connection and expand global citizenship.
intelligence that enhances the classroom learning experience. It allows for students to acquire a heightened awareness of emotional intelligence that integrates them in the local community in order to remove barriers and gain 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. Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

LAIEFL350 Special Project: Experiential Learning in International Education - Field Learning Assistant
3 semester credits. Through this special project, students will assist the Educational Field Trips department. Typical tasks may include compiling 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 bulletin announcements on campus. Participation in field trips as assistants to tour leaders will directly involve students in department activities. This placement will require shifts that take place on weekends.

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.

Additional materials/Dress code: Business casual attire. 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 faculty tours for institutional visitors and potential students. Special projects are assigned depending on the area of interest. 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.

Additional materials/Dress code: Business casual attire. 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.

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

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 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.

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.

LAIEEf450
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.

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.

LAIEEf550
Advanced English for International Educators
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.

LAIEEF750
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 objects of the course.

This course is made unique due to its connection with the three main educational assets implemented as core educational values by FUA: experiential learning, field learning, and cultural integration. Experiential learning at FUA 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 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 techniques.

Ultimately, this course enables students to understand how to place the teaching experience as just one portion of the whole study abroad experience, so as to acquire the necessary expertise to teach international students in a fully dynamic and community-outreaching context geared to cultural integration. This graduate-level course is aimed at individuals who wish to engage in the field of international education and to acquire teaching skills for international audiences abroad and in their home countries. 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 the three primary educational assets implemented as core educational values by FUA: experiential learning (EL), field learning (FL), and cultural integration. EL at FUA rethinks the classroom and field experiences as related rather than distinct environments; the classroom is an on-going environment extending beyond the physical spaces of lecture halls and laboratories to apply learning to the outer world. FL is rooted in academic contexts and enhances classroom learning with a wider perspective of taught knowledge. 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 and FL in the learning path. Ultimately, the FUA learning model immerses students in an all-encompassing educational experience based on theory and practice applied to real-life situations, operational processes, problem-solving strategies, and leadership and management skills. 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-gear 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 educational 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.

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 studies 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.

LAIEC128 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.

LAIEIP690 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 devices. Recent technological 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.

DEPARTMENT OF MUSIC STUDIES

The Department of Music Studies is tailored to fit the gap between the artists and the creative industry. Courses are designed to address music history and creative process from an idea to the final product in areas such as music production, recording, and the professional music environment.

LAMUH100 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 dramatic traits, and 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'eelisir d'amore, Verdi's La Traviata, and Rigoletto and Puccini's Bohême.

LAMUM310 Renaissance Music In Italy 3 semester credits. This course will trace the extraordinary development of musical composition and performance in Italy in the 15th and 16th centuries. Students will focus on the Florentine canti carnascialeschi, analyze the work of major renaissance composers, and discuss the evolution of the major genres: sacred (masses, motets) and secular (settings of lyric poetry like the frottola and the madrigal). Other topics include music patronage (Court and Church), the evolution of an independent repertoire of instrumental music, castrati singers, the effects on music on the Council of Trent, problems in performance practice, representations of instruments, and musical performance in Renaissance paintings.

LAMUMB320 Baroque Music 3 semester credits. This course is a survey of the music of the 17th-18th period including the work of transitional composers such as Monteverdi, Vivaldi, and Rameau. Topics include the rise of national styles, the emergence of an
The Department of Philosophy examines the discipline through history, art, western and eastern differences, critical thinking, and Italian topics.

LAPLPS290
Happiness in Western and Eastern Philosophy
3 semester credits. The course aims at offering a multifaceted perspective on happiness based on studies and techniques for the study of the mind and behavior developed by both Western and Eastern psychologies. It covers and compares common threads and differences in the understanding of happiness in traditional and recent schools of thought focused on the possibilities and instruments to enhance human happiness and well-being.

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.

LAPLML305
Machiavelli: Political Thought and Philosophy
3 semester credits. This course will introduce students to Niccolò Machiavelli’s political thought to examine his relevance for two fundamental traditions in political philosophy: realism and republicanism. Through a conceptual analysis of Machiavelli’s most famous books (The Prince and The Discourses on Livy), the course will examine the influence of Machiavellism on the realist tradition from Thomas Hobbes to Carl Schmitt and 20th century international relations theory, as well as the interpretation of Machiavelli promoted by neo-republican currents (Q. Skinner, P. Pettit, M. Viroli). Lectures and class discussions will be supplemented by the viewings of relevant videos and documentaries.

LAPLPS290
Aesthetics and Philosophy of Art
3 semester credits. This course examines philosophical issues concerned with the nature of art. Students will learn about the aesthetic branch of philosophy that looks at the nature of beauty, art, and taste, and the creation and appreciation of beauty. Students will also analyze and discuss meaning and the social role of the visual arts through expressions of painting, sculpture, architecture, photography, and garden design. Course readings will range from Plato to Kant and will include recent postmodern theories of art and art criticism.

Prerequisites: Introduction to Philosophy or Introduction to Art History.
LAPLPS315
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.

LAPLSH330
Philosophy and Science in Early Modern Italy
3 semester credits. This course is designed to examine the philosophy of science and the interplay between science, religion, and society in early modern Italy. The course will cover the works of prominent figures such as Galileo Galilei, Johannes Kepler, and Galileo Galilei. The course will also explore the impact of the scientific revolution on society and culture, and the role of science in shaping modern political and economic systems.
3 semester credits. “Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed” (UNESCO Constitution). This course provides a complete vision of the United Nations Educational, Scientific and Cultural Organizations (UNESCO) and its close relationship with the United Nations (UN System). After a brief historical introduction, the course will analyze the three main pillars of the organization - Science, Education, and Culture - to examine the current programs in place. Topics will also consider important aspects of the UNESCO Treaty such as the relationship with the UN, the function of the National Commissions (a connecting organ between UNESCO and each member state), and the system of civil volunteering. The course will also focus on the evolution of the relationship between the US and UNESCO.

LAPSCM360
Conflict Management
3 semester credits. Conflict represents a relevant part of human experience and concerns both personal and public relationships. It can be a source of positive development or, on the contrary, a source of violence depending on how it is managed. This course aims at presenting a general introduction to the theory of conflicts and the basic principles of their prevention and management. The first part of the course will analyze the nature, causes, and characteristics of conflict along with the various mechanisms fostering it. It will also focus on nonviolent communication to promote individual skills of listening, empathy, participation, and a constructive critical sense. The second part of the course will specifically analyze nonviolence in its principles and through the experience of significant past and contemporary representatives such as Gandhi, Martin Luther King, and the Dalai Lama.

LAPSTET65
International Terrorism
3 semester credits. The US State Department defines terrorism as “Premeditated politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents, usually intended to influence an audience.” This course focuses on terrorist movements as domestic political phenomena. The course’s comparative approach allows students to analyze the fundamental issues of terrorism from political, economic, historic, psychological, and social perspectives. The course will look at specific terrorist organizations such as Hamas (Middle East), the IRA (Northern Ireland), ETA (Spain, Basque separatists), Brigate Rosse (Italy), Shining Path (Peru), and Russian separatists (Chechnya), and will examine the various government responses to the actions of the aforementioned groups.

Prerequisites: Background in International Relations and/or Political Science recommended.

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.

LAPPSY310
Introduction to Psychology
3 semester credits. This course will acquaint students with the basic principles of psychology and fields of study within psychology. The course will cover the following topics: the biological basis of psychology, learning, memory, emotion, perception, intelligence, thought, language, sensory processes, psychological development, consciousness and altered states, abnormal states, methods of therapy, and stress and health.

LAPYIT240
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.
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.

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.

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 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.

LAPYPS304
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.

LAPYPC310
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.

A background in Psychology or Social Psychology recommended.

LAPYPS320
Sports Psychology
3 semester credits. This course covers various psychological principles associated with sports. Topics include how to make training more effective, training techniques proven to enhance athletic performance, stress management and motivation issues, burnout, nutrition, motivation issues, anxiety, confidence boosting, relaxation techniques, visualization, group dynamics and team structure, and issues related to gender and ethnicity.

LAPSMT330
Music Therapy: The Secret Language of Sound
3 semester credits. “One could say that sound itself is more privileged than words. Music has a much larger world of associations at its disposal precisely because of its ambivalent nature: it is both inside and outside the world” (D. Barenboim). The course is aimed at students regardless of their educational backgrounds in music. Through a combination of lectures, targeted listening, and group work, the course will stimulate student creativity, feelings, and imagination, leading participants not only to acquire a deeper knowledge of classical music but also to develop a special sensitivity to music. The experience of exposure to sound will provide students with an insightful tool to analyze and understand the psychological and physiological effects of musical therapy, its impact, and potential.
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 disciple 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.

LARSCS130
Contemporary Italy: Family, Education, and Religion
3 semester credits. The course, which features the Family Club activity offered by the Student Life Department, is designed to address the many influences of Italian society and its reflections in the daily habits, rituals, and traditions of the Italian population. The course will provide the unique opportunity to experience the daily life of an Italian family in Florence by understanding alongside and through direct interaction the relevance of the family environment in Italian culture. The course will also focus on the Italian education system, and its mostly public nature, including its structure and organization from primary schools to the university system. Course topics will also address matters related to religion in Italy and the evolution of its Christian roots to a modern and multi-religious community, in order to examine the role that faith has played in recent political history, family law, and marriage.

LARSWR310
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 relationships 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.

LARSMR300
Art, Memory, and Remembrance
3 semester credits. Death is the most powerful, shocking, and motivating element of life. Its presence is emblazoned in our memories and profoundly alters our behavior. This course will investigate the concept of death and trace its development in the Western World from the 12th to 20th centuries, with emphasis on its associated imagery both in the public and private spheres. Analysis of religious, artistic, and literary texts will unearth the links between the collective memory of death and what defines the characters of our poetic, artistic and cultural imaginations. Through visits in the local community of Florence, an investigation of the modern presence in media and various art forms will reveal the relationship between death and modern sensibility and elicit the questions of who are we, where are we going, and what makes us human.

LARYT300
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 pain and distresses will development the application of yoga therapy in individual and group contexts throughout the duration of the course.
Prerequisites: An introductory yoga course or equivalent.

LARSBW309
Bread in Western Culture, Society, and Religion
3 semester credits. Bread is a universal food staple if we consider how the cuisine of most countries includes a bread culture as old as their histories. This course will explore the birth of breads since mythical and religious epochs, how breads vary between western civilizations, ancient techniques and traditional breads versus products of modern fabrication through technology, and the return of artisan hearth baked breads. Bread is examined not only as a source of sustenance but through the lens of its religious and cultural significance in Western cultures, as well as to encourage a reflection on the community values represented by bread throughout the history of mankind. Lessons will have an emphasis on Italian breads throughout the various regions with a particular focus on the symbolism and consumption of daily bread. Lectures will be complemented by labs and/or tastings.

LARSCJ310
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.

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.

LARSHC310
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.

LARSHC314
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 emphasize the role of Christianity in shaping the modern world and its ongoing relevance to contemporary issues, through hands-on experiences such as volunteering at local churches or participating in community outreach projects.

LARSRT310
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 pain and distresses will development the application of yoga therapy in individual and group contexts throughout the duration of the course.
Prerequisites: An introductory yoga course or equivalent.

LARSBW309
Bread in Western Culture, Society, and Religion
3 semester credits. Bread is a universal food staple if we consider how the cuisine of most countries includes a bread culture as old as their histories. This course will explore the birth of breads since mythical and religious epochs, how breads vary between western civilizations, ancient techniques and traditional breads versus products of modern fabrication through technology, and the return of artisan hearth baked breads. Bread is examined not only as a source of sustenance but through the lens of its religious and cultural significance in Western cultures, as well as to encourage a reflection on the community values represented by bread throughout the history of mankind. Lessons will have an emphasis on Italian breads throughout the various regions with a particular focus on the symbolism and consumption of daily bread. Lectures will be complemented by labs and/or tastings.

LARSCJ310
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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.

LARSER310
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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.

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LARSHC314
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 emphasize the role of Christianity in shaping the modern world and its ongoing relevance to contemporary issues, through hands-on experiences such as volunteering at local churches or participating in community outreach projects.
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.

LARSW320
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 pegan and neo-pan 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.

LARSMR335
Magic and Religion: A Controversial Relationship
3 semester credits. This course will explore the meaning of magic and religion in human culture through the exploration of the connection to the past cultural survival of pre-Christian religions, ancient Roman beliefs, and shamanism. The course will analyze the historical events that characterized the relationships between the principle world religions and magical thought and practice. Through lectures and readings, students will gain an understanding of amulets, superstitions, and spiritual beliefs in order to develop a deeper comprehension of culture and society.

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 veil 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.

LARSDF330
Diet and Fasting in World Religions
3 semester credits. This course will examine the different types and reasons behind special diets and prohibitions in world religions. Gender differences in fasting will be analyzed and compared. Food, symbolism, and myth used as a means to construct relationships between human beings and animals will also be considered. Students will compare and analyze religious traditions through various resources such as books, films, and documented rituals, to name a few.

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.
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.

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.

LSESRE320
Renewable Energies
3 credits. This course examines present and potential future energy trends. Emphasis is placed on energy demand on an international scale and its impact on the environment. All renewable energies are analyzed according to pros and cons with respect to fossil fuels. Particular emphasis will be given to technologies used in the United States and in Europe as well as other international examples.

LSESCH320
Global Warming
3 semester credits. In this course students will study the Earth's climate system and explore the science and politics of global climate change. Students will become familiar with the science that lies behind the increasingly frequent forecasts of global warming, and they will be able to evaluate the likelihood and potential severity of major climate changes in the future. The following topics will be addressed: the physics of the “greenhouse effect,” the carbon cycle as a global thermostat, ocean circulation, and the science and politics of global climate change.

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.

LSHHHC320
Health Communication
3 semester credits. This course focuses on the role of communication in public health, the development and practice of healthcommunication strategies, and how health campaigns, medical journalism, and an increasing community participation in onlinehealth 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 gage 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 healthcommunication as practiced in a country like Italy where healthcare is highly state-subsidized. 
Prerequisites: Introduction to Public Relations or Communication, introductory health systems course, or equivalent.

LSHHNH160
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.
Course Note: This course includes cooking labs and various physical activities in relevant locations in Florence.

LSHHWM320
Spaces, Objects, and Identities in 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.

LSHHWS200
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.

LSHHFS230
Scent of Florence: From the Medieval Medicine and Spice Guild to Contemporary Perfumes
3 semester credits. This course explores the history of spice trade as well as the manufacturing of perfumes by the ancient Guild of Physicians and Apothecaries, one of the seven major arts and trades guilds dating back to Medieval Florence. Throughout this course, students will explore some of the oldest and most historic perfume shops in Florence, as well as workshops, pharmacies, drugstores, and ancient herbalists who have made of perfumery an art form. A specific part of the course will focus on medicinal herbs that were sold in apothecaries along with other plant species, mineral powders, drugs, and spices of various kinds (dried herbs, pepper, mustard, saffron, ginger, wax, pitch, alum, lead, etc.). Students will benefit from visits selected from Florence's many sites of historical interest such as the Santissima Annunziata Pharmacy, the ancient San Simone herbal shop, and the Santa Maria Novella pharmaceutical plant in Via Reginaldo Giuliani, along with those established in contemporary times. During visits, students will be able to observe techniques and materials with which the perfumes and spices are created. Lectures will be complemented by student cooking labs and/or tastings.
Course Note: This course includes cooking labs, tastings, and visits.

LSHHSS250
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.

LSHHSS254
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.

LSHHHT270
Introduction to Horticultural Therapy
3 semester credits. This course introduces students to the principles of horticultural therapy, a formal practice that uses plants, horticultural activities, and the garden landscape to promote well-being for its participants. Students will learn about current programs that utilize horticultural therapy and the benefits of using gardening and horticulture-related activities to foster the cognitive, social, emotional, and physical wellbeing of different groups of users. Coursework will focus on the considerations and solutions for the design of indoor and outdoor therapeutic gardens that fit the site condition and targeted groups (i.e. the elderly, children, people with special needs). Specific attention will be given to evaluating tools, equipment, structures, and techniques used in horticultural therapy activities, and to selecting suitable plants. Study topics covered include: principles of horticulture, plant propagation, soils and soil cultivation, pests and diseases, and laws and regulations. Through this course, students will come to realize that Horticultural Therapy is not only an emerging profession but a time-proven practice whose benefits have been understood since ancient times. Students will experience first-hand the restorative powers of gardens, landscapes, and green spaces. Finding a sense of calm, experiencing a simpler and nature-minded existence, and forging a connection to the natural environment are all likely outcomes when successfully completing this course. This course includes an Experiential Learning Project with CEMI.

LSHHHT280
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 how they can be compared with the theoretical ideas outlined in the required readings. Through this course, students will become familiar with bibliotherapy 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.

LSHHHT300
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 work with a wide 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.

LSHHHT304
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 work with a wide 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 the 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.

LSHHS3P04
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 these theories in class and in the local community 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 the 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.

LSHHBiE20
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.

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.

LSOCHG200
Cultural Introduction to the Italian Family
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 multifield components of Italian Culture through direct experience.

Field education will advance student learning as a relationship-centered process.
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.

**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.

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

**LSSOFF255**
**Italian Culture through Festivals and Feasting**
3 semester credits. The course is designed to offer students a comparative study of the religious and social festivities in Italy, both in public and in private areas (i.e., national holidays and family events). Main festivities are analyzed through their history, regional or national importance, and through the role they play in local culture including rituals, celebrations, table manners, and social gatherings and their evolution throughout the centuries. All aspects of Italian social lifestyle will be introduced along with the cuisine, rituals, and changing customs. Lectures will be complemented by student cooking labs and/or tastings.

**LSSOPF280**
**Cultural Perspectives: Exploring and Discovery**
3 semester credits. This course provides students with a better understanding of Old Continent culture and civilization. Topics for lecture and discussion include different historical environments, traditions, and present-day situations. An integral part of the course will be formed by visits and field trips.

**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 encounters 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 ongoing 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.

Field learning 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 multifaceted 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.

**LSSOPF290**
**Sociology of Sport and Physical Activity**
3 semester credits. This course will focus on the development of sports and physical activities as a modern social phenomenon. This module analyzes
the significance of sports in the ancient world including Greek, Roman, and Medieval societies, and continues with the emergence of modern sports and the globalization of sports in the 20th century. A comparative study will be made between the United States and Western Europe to study sporting activity in specific social contexts. Course topics include champions and heroes as role models, sports and youth, sports and the media; race, gender, and ethnicity; sports, politics, and religion; sports and disability, aggression, violence, and the role of fans.

**LSSOFI290**  
Fashion Icons: Trends and Lifestyle  
3 semester credits. This course features a sociological journey in recent history seen through the lives and styles of the most influential women of the past 25 years. From Jacqueline Kennedy to Lada Gaga, fashion icons from varying backgrounds and occupations will be analyzed such as Marilyn Monroe, Audrey Hepburn, Queen Elisabeth II, Madonna, as well as their Italian counterparts. 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.

**LSSORP300**  
Food in 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.

**LSSOTI300**  
The Italians: Life, Culture, and Society  
3 semester credits. The purpose of this course is to 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.

**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 is a specialized survey of the wine culture and society in Tuscany. The different wine-producing zones of the region will be examined, from larger productions such as Chianti and the Super Tuscan to lesser-commercialized yet upcoming areas like Montecucco towards the south. On a socio-cultural level, the role of wine at the Tuscan table and in festivities, customs, and social settings constitutes an integral aspect of this course in order to introduce students to the underlying human context behind the production and service of Tuscan wines.

**LSSOWT315**  
Wine Culture and Society in Tuscany  
6 semester credits. This course is a specialized survey of the wine culture and society in Tuscany. The different wine-producing zones of the region will be examined, from larger productions such as Chianti and the Super Tuscan to lesser-commercialized yet upcoming areas like Montecucco towards the south. On a socio-cultural level, the role of wine at the Tuscan table and in festivities, customs, and social settings constitutes an integral aspect of this course in order to introduce students to the underlying human context behind the production and service of Tuscan wines.

**LSSOFI290**  
Fashion Icons: Trends and Lifestyle  
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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.

**LSSOA335**
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.

**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.

**LSSOIF330**
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. 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.

**LSSOSC340**
Sex in the City: Sexuality in Contemporary Society
3 semester credits. This course utilizes a comparative approach to the changing nature of sexuality in society. An important area of discussion is the formation and “transformation” of sexual identities, sex and the human body, the changing form of romantic love, the role of erotica and pornography, sexual ethics, and the effects of globalization. A portion of this course will be dedicated to the male-female relationship in classic “Latin” Europe.

**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 also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

**LSSOCF340**
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.

**LSSOWC345**
Food, Wine, and Culture in Italy
6 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 Lenú, 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.
School of Professional Studies and Experiential Learning (PS)

The School of Professional Studies and Experiential Learning (PS) gathers the following departments:

- **Community Service (CS)**
- **Experiential Learning (EL, SP)**
- **Field Learning (FL)**
- **Internships (IN)**
- **Portfolio Development (PD)**

The school represents FUA's 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 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.

- **PSCS1B04**
  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 basic 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.

- **PSCS1I04**
  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.

- **PSCS2I00**
  Contemporary Italy: Family, Education, and Religion
  3 semester credits. The course, which features the Family Club activity offered by the Student Life Department, is designed to address the many influences of Italian society and its reflections in the daily habits, rituals, and traditions of the Italian population. The course will provide the unique opportunity to experience the daily life of an Italian family in Florence by understanding alongside and through direct interaction the relevance of the family environment in Italian
culture. The course will also focus on the Italian education system, and its mostly public nature, including its structure and organization from primary schools to the university system. Course topics will also address matters related to religion in Italy and the evolution of its Christian roots to a modern and multi-religious community, in order to examine the role that faith has played in recent political history, family law, and marriage.

PSCSGP204
General Physics I - Service Learning
4 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 and charged 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.

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.

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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.

PSCSF324
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.

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PSELID184
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.

PSELFPI80
Introduction to Public Relations Experiential Learning
6 semester credits. This course introduces students to the strategic roles and functions of the Public Relations (PR) profession. 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.

PSELF185
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.

PSELF180
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.
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 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 the community, allowing for students to acquire a heightened awareness of emotional intelligence that enhances the classroom learning experience.

Prerequisites: Calculus I

PSELVC205
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.

PSELSH524
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.

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.

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.

PSELLP301
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.

PSELAT304
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 volunteer projects 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.

PSELS504
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.

PSELE310
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. The print lab will provide students with the tools for elaborating and printing their own images. 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.

PSEL310
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.

PSELH314
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.

PSELPG320
Product Design Experiential Learning
6 semester credits. This course fosters an understanding of the design of three-dimensional objects that have a specialized function in domestic or hospitality contexts and a low-medium complexity. During the course, students are introduced to the world of products for interiors in which Italy is a market leader. Case studies of well-known designers and their different styles will be examined. Students develop their projects through research, create prototypes, and analyze production costs.

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.

PSELMM331
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 will introduce students to cooking fundamentals and is the first of a three-series course on Professional Cooking. Students will learn classic and basic techniques and their applications. Special emphasis will be placed on methods and procedures as well as sanitation and hygiene. The aim of the course is to provide students with solid foundations in terms of both knowledge and practice for a better understanding of the basic skills necessary for more advanced courses.

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 is the first of a three-series course on Professional Cooking. Students will learn classic and basic techniques and their applications. Special emphasis will be placed on methods and procedures as well as sanitation and hygiene. The aim of the course is to provide students with solid foundations in terms of both knowledge and practice for a better understanding of the basic skills necessary for more advanced courses.

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.
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.

PSELPS335
Project for Sustainable Interior Design I Experiential Learning
6 semester credits. This course provides students with both the conceptual framework and analytical tools for designing with sustainable materials. The approach focuses on simple methods consisting of unique tools that guide the green novice or design veteran in analyzing the sustainability of a wide range of products and materials. Through the practical experience, students explore the design process and create sustainable furniture, products, or interior design objects from select materials. The tools and emerging practices provided during the course aid in evaluating materials for high-performance residential and commercial interior design projects, furnishings, and green products.

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 local 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-embracing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELPN335
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-embracing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

PSELW337
Wine Service and Beverage Management Experiential Learning
6 semester credits. This course will examine the figure of the sommelier and provide essential information regarding wine service and beverage management. Topics include stockling a cellar, storing wine, reading and composing a wine list, selecting proper wine glasses, serving wine, decanting wine, and an introduction to other beverages.

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-embracing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.
PSELES340
Eco-Sustainable Design Experiential Learning
6 semester credits. This is an advanced-level course focused on methodologies in sustainable architecture and interior design. Through research and analysis, students develop their knowledge in sustainability and create their own digital works. Diverse presentation techniques will be employed in order to complete interior design 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.

PSSPLD345
Luxury Design I Experiential Learning
6 semester credits. This course is intended for students whose studies are focused on luxury design and wish develop their acknowledgement and skills. Lectures and discussions on fundamentals will enhance knowledge of this subject and lead student to develop their skills in interior design projects. Prerequisites: Intermediate Interior Design or equivalent. 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.

PSSPD350
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. This placement may require PM shifts or shifts that take place on weekends. 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.

PSELES350
Artist in Residence Assistant Experiential Learning
3 semester credits. This course provides student with a solid foundation in the organization of studio practices and will supply the artist with a twofold assistance in documenting and organizing the various phases of the residency. The student will be responsible for the visual and written documentation of the work created by the artist during the residency. The material, also available to the artist, will represent the private and public record of the visiting artist’s work. Practical tasks concern the organization of the artist’s activities and at the location/s of the final show. The student will follow and assist with the artistic preparation, courses, workshops and exhibitions (management and logistics, display, communication, educational activities, etc.). This class includes experiential learning with CEMI.

PSSPBO350
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. 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.

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, DSLR knowledge, Adobe photo software experience.

PSELAR350
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. 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.

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 Trips department. Typical tasks may include compiling 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 bulletin announcements on campus. Participation in field trips as assistants to tour leaders will directly involve students in department activities. This placement may require shifts that take place on weekends.

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.

Additional materials/Dress code: Business casual attire.
Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPRM350
Special Project: Experiential Learning in Restaurant Management

3 semester credits. This special project course 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 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. Moreover, students will learn how to maintain daily records of customers, sales and costs, as well as produce monthly records. Students will assist the manager in setting service standards and creating a platform for all restaurant operations in accordance with restaurant needs. This placement may require PM shifts or shifts that take place on weekends.

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.

Additional materials/Dress code: Business casual attire.
Prerequisites: Cover letter, CV, and material pertinent to the chosen area, interview.

PSSPFW350
Special Project: Experiential Learning in Wine Service and Beverage Management

3 semester credits. Students enrolled in Wine Service Beverage Management special project will be acquire and practice skills related to managing the wine and beverage service at GANZO, the school restaurant and creative learning lab 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. 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. This placement may require PM shifts or shifts that take place on weekends.

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.

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

PSSPJR350
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 first hand 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 those who want to enter higher editorial positions.

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.

Additional materials/Dress code: Business casual attire for dress code.
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. The fashion retail management special project involves store organization, business procedures and client relations. Students 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 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.

Additional materials/Dress code: Business casual attire for dress code.
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.

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.

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 and illustration software experience.

PSSPWEP350
Special Project: Experiential Learning in Visual Communication - Web Editor
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.

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.

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 and illustration 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, 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.

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.

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

PSSPPRM350
Special Project: Experiential Learning in Public Relations
3 semester credits. Through the public relations experiential learning project, 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 social media, will be a major emphasis in public relations-related projects. Students will be guided throughout their involvement in PR operations and measuring PR results. This placement may require PM shifts or shifts that take place on weekends.

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.

Additional materials/Dress code: Business casual attire for dress code.
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...
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.

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

**PSSPSC350 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 programming and coordination, themes, program partnerships, and event promotion. This placement may require PM shifts or shifts that take place on weekends.

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.

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

**PSSPSL350 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.

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.

Additional materials/Dress code: Business casual attire.

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

**PSSPCL350 Special Project: Experiential Learning in ICT Operations**

3 semester credits. This placements grants students an opportunity to understand institutional ICT management. Students will be 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.

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.

Additional materials/Dress code: Business casual attire for dress code.
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).

### PSSFPFP350
**Special Project: Experiential Learning in Visual Communication and Publishing**

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. This special project involves proposing, designing, and producing high quality garments and accessories for FLY, whose merchandise sales generate scholarships for future fashion students and represent our institutional efforts to foster emerging Italian designers, high quality work, and items created through the academic outcomes of FUA students and faculty. Duties include but are not limited to merchandise analysis for brainstorming, design proposals, 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.

Additional materials/Dress code: Business casual attire for dress code.
Prerequisites: Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

### PSSPVIC350
**Special Project: Experiential Learning in Visual Communication and Publishing**

This special project course is intended for students who wish to explore and experiment with visual communication. Students create and edit their own digital works. Composite printing and experimentation with different media will also be employed and addressed. Students will participate in the development and production of design materials.

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.

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

### PSSPGC350
**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.

### PSELPC355
**Fashion Collection Design and Production I Experiential Learning**

6 semester credits. This course teaches students how to create and develop fashion collections (casual and classic womenswear or menswear) for diverse markets by using appropriate sketching and rendering techniques. Collections will be structured and organized in a professional manner from customer research to trend forecasting to the creation of mood boards and the selection of materials and colors. Students will work on prototypes and create a capsule 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 Studio I or equivalent.

### 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.

PSELCG360
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-geared 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.

PSELH365
Line Building for Accessories Experiential Learning

6 semester credits. This course introduces the principles of line building. By focusing on a specific season and concept, students design their own collection of accessories. Emphasis is placed on the construction and execution methods of each project. 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.

PSELFS365
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 (Florence sites: learning of 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.

Prerequisites: Sketching and Rendering Accessories.
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 Interior Design or equivalent.

**PSELF375**
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 design collections by exploring and analyzing the roles of research, design development, and editing in the fashion design process focusing on economic, and cultural contents. Concepts are applied with hands-on learning experiences as students study, textiles, fashion design, apparel construction, consumer behavior, 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.

**PSELFm380**
Multimedia Studio II Experiential Learning
6 semester credits. The second level of the multimedia studio course focuses on the experience of producing complete, contemporary multimedia works in an artistic, project-based environment. Through a variety of media-related hardware and software, hands-on practice, and instructor supervision, students acquire the necessary skills for advanced-level projects. The creative process is emphasized as an individual process in order for students to develop mature visual identities and expressions in multimedia contexts.

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.

**PSELCW385**
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 course topics including theories while exploring practical techniques and applications specific to the field of graphic design. Students acquire new insight into the design process and the aesthetic and physical relationships between humans and nature, as well as new tools such as lifecycle assessment and planning, sustainable design principles, processes, and material evaluations that incorporate sustainability into everyday design 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: Intermediate Interior Design or equivalent.

**PSELFMR392**
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 management companies 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.

Prerequisites: Introduction to Interior Design or equivalent.
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 recovery techniques of reuse and renovation for larger-scale interior design projects involving structures such as a former industrial building. 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.

PSELFA415
Fashion Collection Design and Production II Experiential Learning
6 semester credits. 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 Collection Design and Production I or equivalent.

PSELFC410
Accessory Collection Design and Production II Experiential Learning
6 semester credits. This course is the second and final part of an advanced-level series in which students develop and refine skills related to building accessory collections. Students will work on advanced patterns and samples to create prototypes for the final project. The objective of this level is to conceptualize and create an original, senior-level accessory collection according to industry standards for construction techniques and presentation materials to support the collection. Topics also include areas regarding the financial and commercial aspects of accessory design.

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 Collection Design and Production I or equivalent.

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. Though 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: Fashion Collection Design and Production I or equivalent.

PSELFP410
Project for Sustainable Food and Beverage Operations and Management Experiential Learning
6 semester credits. This advanced-level 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.

Prerequisites: Project for Sustainable Interior Design I.

PSELFA410
Fashion Collection Design and Production II Experiential Learning
6 semester credits. This course is the second and advanced level of fashion collection design in which students develop and refine skills related to building fashion collections. Students will prepare a collection according to resource development, fabric selection, estimating costs, and advanced pattern and garment production. The objective of this level is to conceptualize and create an original collection according to industry standards for construction techniques and presentation materials to support the collection. Students will work on prototypes and create a full, senior-level collection.

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 Collection Design and Production I or equivalent.

PSELFA410
Accessory Collection Design and Production II Experiential Learning
6 semester credits. This course is the second and final part of an advanced-level series in which students develop and refine skills related to building accessory collections. Students will work on advanced patterns and samples to create prototypes for the final project. The objective of this level is to conceptualize and create an original, senior-level accessory collection according to industry standards for construction techniques and presentation materials to support the collection. Topics also include areas regarding the financial and commercial aspects of accessory design.
PSELTA420 Teaching Assistantship
3 semester credits. The first level of teaching assistantship is suggested to students who are at an advanced academic standing. The TA 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. This class includes experiential learning with CEMI. Prerequisites: First-year Career Program courses or equivalent. To be eligible students must produce proof or have successfully completed at their home institution the preliminary courses necessary and at the levels stipulated. Further guidelines on admission are available on request.

PSSPEA420 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.

PSELCT420 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, a 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: Professional Cooking I or equivalent.

PSELC445 Professional Cooking II: Cooking Techniques Experiential Learning
6 semester credits. The course focuses on the techniques and cooking methods applied in the professional kitchen: ingredients will be examined for their features and unique traits. Special emphasis will be placed on ingredient structure and cooking methods. Students will analyze a significant selection of meats and fish. Butchering and fish-filletting skills will be covered. Ingredients handling and storing, suitable cooking methods, ingredient pairing, and an introduction to food presentation and plating will be addressed. 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.

PSELW461 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. Prerequisites: Advanced Digital Photography or equivalent.

PSSPCA470 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 at Ganzo, the school restaurant. Under the supervision of an Executive Chef who manages the operations of the kitchen, culinary arts experiential learning students are involved in the daily operations of the restaurant industry. Line cooks are entry-level kitchen positions that focus on learning technique, speed, and consistency. Students must be highly motivated and understand proper preparation techniques, become familiarized with recipes to ensure consistency, gain a command of timing in the kitchen, reduce and manage food waste, handle commercial kitchen equipment, and perform duties as directed by the kitchen brigade. This placement may require PM scheduling or shifts that take place on weekends and holidays. 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.

SUGGESTED EXTRACURRICULAR ACTIVITIES
Further guidelines on admission are available on request.

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: Professional Cooking I or equivalent.
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: Chef uniform (hat, jacket, pants, hard-toe shoes) required.

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.

PSELTP475 Baking Techniques II: Italian Pastry Techniques Experiential Learning 3 semester credits. This course introduces non-yeast, laminated doughs, and the preparation of pastry products using a variety of methods-lamination, blending, cremeing, foaming, and thickening. Students will combine these preliminary courses and study how to decorate, 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.

PSELTA480 Teaching Assistantship II 3 semester credits. The second level of teaching assistantship is open to students with an advanced academic standing and who have already completed a prior TA experience. TA students further develop faculty assistance such as course and classroom assistance and management through a higher level of involvement and competency building. Leading selected classroom activities and contributing to lectures are examples of course outcomes for the second level. TA students will also experience an increased level of communication management for course interaction between students and the teaching faculty. This class includes experiential learning with CEMI.

Prerequisites: Teaching Assistantship I or equivalent. To be eligible students must produce proof of having successfully completed the necessary preliminary courses and have reached the required course levels at their home institution. Further guidelines on admission are available upon request. Resume submission required.

PSELWC480 Worldwide Cuisine Experiential Learning 3 semester credits. This course focuses on important foreign cuisines outside of the Mediterranean area and is meant to teach students how the influence of local cultures affected food preparation techniques and dishes in important cultural macro areas. Students will experience food preparation based on the customs and heritage of diverse cultures. The ingredients used in the preparation of the dishes, along with their origin and diffusion, will be the highlights of the course. The aim is to show how the environment and external cultural influences have a strong impact on local cuisines. 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.

PSELRF495 Restaurant and Production Desserts Experiential Learning 6 semester credits. This course covers the preparation and service of hot and cold desserts with a focus on individual portions and the components involved in preparation. Students will learn and improve station organization, timing, and service coordination for restaurant dessert production. The course recipes will allow students to apply previously learned techniques and produce fried products, tarts, souffles, creams, frozen desserts, and contemporary creations. Both individual plated desserts and desserts for banquets will be prepared. Students will develop a dessert menu from the perspectives of variety, costs, practicality, and how well the desserts compliment the overall 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.

PSELTF507 Physiology of Taste and Flavor Experiential Learning 6 semester credits. This course explores and examines the physiology of sensory organs and how we perceive flavors. 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 interact with food. Why do we react positively to sweet taste? Why do we sometimes refuse bitter taste? Does umami really exist? The course will answer these and many other related questions in order define the tools to examine flavors that are not generally accepted but require a deeper understanding for appreciation.

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.

PSELTG503 Professional Cooking III: Italian Creative Cuisine and Decoration Experiential Learning 6 semester credits. This course provides advanced students with the fundamentals of kitchen organization, menu composition, plating, and decoration. Upon completion of the first and second levels of Italian traditional ingredients, regional cooking aids, and cooking techniques, students will apply these concepts to the production of complete dishes. The course will develop skills in recipe elaboration and in building ingredient pairings according to the heritage of Italian traditions. Restaurant production is scheduled as an integral 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: Professional Cooking II: Cooking Techniques or equivalent.

SCHOOL OF ART & SCIENCES SAS SCHOOL OF ART & SCIENCES 177
PSELWC510
Worldwide Cuisine Experiential Learning

6 semester credits. This course focuses on important foreign cuisines outside of the Mediterranean area and is meant to teach students how the influence of local cultures affected food preparation techniques and dishes in important cultural macro areas. Students will experience food preparation based on the customs and heritage of diverse cultures. The ingredients used in the preparation of the dishes, along with their origin and diffusion, will be the highlights of the course. The aim is to show how the environment and external cultural influences have a strong impact on local cuisines.

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.

PSELRC530
Advanced Italian Restaurant Cooking I Experiential Learning

6 semester credits. The course is designed to give students a first approach to an advanced cuisine style. Contemporary techniques will be explained and applied on a daily basis. Students will be involved in managing the restaurant kitchen in the role of chefs de partie under the direct supervision of the Chef Instructor to experience menu preparation that will focus on both traditional and contemporary cuisine. The course introduces students to the professional organization of the kitchen from the following points of view: HAACCP standards, equipment maintenance, food delivery and storage, mise en place settings, accurate plating style, importance of timing, and basics of menu planning for an organized production. Special emphasis will be dedicated to understanding concepts such as interpretation and revision of Italian recipes in order to create and produce menus that represent the evolution of traditional cuisine. Students will cover a variety of flavors and ingredient combinations in Italian restaurant cuisine by putting learned skills to practice.

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 III Italian Cuisine and Decoration or equivalent.

Special note: This course includes mandatory team projects throughout the academic session.

PSSPB550
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. The hands-on experience is designed to prepare future pastry chefs for the production of pastries, baked goods, and desserts. Emphasis is placed on proper baking techniques, knife and piping skills, and mixing methods. Students will learn how to adjust recipes to produce both products in large volumes and specialty items. Students will also perform front of the house duties in order to 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.

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.

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. The course offers students an overview of Mediterranean cuisine by identifying and analyzing different macro areas starting from their historical and cultural backgrounds. The diverse cuisines of the countries bordering the Mediterranean sea, their mutual and external influences, and the lore developed throughout the centuries will be thoroughly covered. Emphasis will be placed on ingredients, flavor profiles, preparations, and representative techniques of 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.

PSELET550
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 develop a range of skills and experience 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 educator’s educational elements implemented as core educational values by FUA experiential learning, field learning, and cultural integration.

Experiential learning at FUA 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 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 techniques.

Ultimately, this course enables students to understand how to place the teaching experience as just one portion of the whole study abroad experience, so as to acquire the necessary expertise to teach international students in a fully dynamic and community-outreaching context geared to cultural integration. This graduate-level course is aimed at individuals who wish to engage in the field of international education and to acquire teaching skills for international audiences abroad and in their home countries. Topics provide a theoretical framework for engaging teaching strategies for the multicultural classroom.

PSEL6160
Professional Ice Cream Production Experiential Learning
3 semester credits. This course focuses on professional ice cream production. Through the examination of principal ingredients according to seasonality and Italian dessert traditions, students will learn how to produce, pasteurize, and stabilize ice cream in terms of flavor, texture, and shelf life. Students will be able to apply preparations related to the world of ice cream-based desserts (sherbet, sorbet, granita, gelato, milk shake, frappe, etc.) to service. This class includes experiential learning with CEMI.

Prerequisites: Baking and Pastry majors only.

PSEL6260
International Cakes Experiential Learning
3 semester credits. This course features the cultural background of classic international desserts. The focus is on acquiring the cultural heritage of pastry techniques and traditions from foreign countries to better understand the origins of worldwide pastry creations. Pavlova, Sacher Torte, Baklava, Black Forest Cake, the original New York Cheesecake, and the Tres Leches cake are a sample of the creations that will be studied throughout this journey of classic international desserts.

This class includes experiential learning with CEMI.

Prerequisites: Baking Techniques I and Baking Techniques II or equivalent.

PSEL6360
Professional Ice Cream Production Experiential Learning
3 semester credits. This course focuses on professional ice cream production. Through the examination of principal ingredients according to seasonality and Italian dessert traditions, students will learn how to produce, pasteurize, and stabilize ice cream in terms of flavor, texture, and shelf life. Students will be able to apply preparations related to the world of ice cream-based desserts (sherbet, sorbet, granita, gelato, milk shake, frappe, etc.) to service. This class includes experiential learning with CEMI.

Prerequisites: Baking and Pastry majors only.

PSEL6460
International Cakes Experiential Learning
3 semester credits. This course features the cultural background of classic international desserts. The focus is on acquiring the cultural heritage of pastry techniques and traditions from foreign countries to better understand the origins of worldwide pastry creations. Pavlova, Sacher Torte, Baklava, Black Forest Cake, the original New York Cheesecake, and the Tres Leches cake are a sample of the creations that will be studied throughout this journey of classic international desserts.

This class includes experiential learning with CEMI.

Prerequisites: Baking Techniques I and Baking Techniques II or equivalent.

PSEL6560
Advanced Italian Restaurant Cooking II Experiential Learning
6 semester credits. This course represents the defining experience of the Culinary Arts master program. The course will provide a deeper insight to the preparation of contemporary dishes and will allow students to put their skills into practice within an Italian restaurant setting. In addition to 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 cooperating with the operational organization of the kitchen brigade. Lectures will also focus on the application of food cost control standards, scheduling, and menu planning for the training of management skills. Students will be asked to execute all culinary skills and techniques learned during previous levels, offering a proper and varied selection of dishes. All creations will also respect basic standards in terms of nutritional values, seasonality, and accuracy in the presentation and food cost control. The experience gained with this course will be of paramount importance for the development of students as food service professionals.

Prerequisites: Advanced Italian Restaurant Cooking I or equivalent.

Special notes: This course includes mandatory team projects throughout the academic session.

PSEL6660
Advanced Italian Restaurant Cooking II Experiential Learning
3 semester credits. The course focuses on the application of advanced techniques to chocolate modeling. Previously learned skills will be useful to prepare and decorate artistic pralines and showcase sculptures using airbrush coloring, plastic chocolate, flavors, and texture contrast. Emphasis will be placed on the creation of chocolate showpieces ranging from the project to execution and assembly.
This course will provide students with an in-depth knowledge of the tools, techniques, and styles used in the decoration and embellishment of chocolate production. This class includes experiential learning with CEMI.

Prerequisites: Chocolate Artistry or equivalent

PSELBP65p  
Master Italian Pastry Arts I Experiential Learning

3 semester credits. This course will be of capstone importance for Culinary students in order to complete their course of studies with the application of baking and pastry master 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 glacés, 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. The course topics are divided into two levels.

This class includes experiential learning with CEMI.

Prerequisites: This course is open to culinary students attending Advanced Levels and Master programs.

PSELBP65s  
Master Italian Pastry Arts II Experiential Learning

3 semester credits. This course will be of capstone importance for Culinary students in order to complete their course of studies with the application of baking and pastry master 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 glacés, 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. The course topics are divided into two levels.

This class includes experiential learning with CEMI.

Prerequisites: Master Italian Pastry Arts I or equivalent.

PSELGM661  
Garde Manger I Experiential Learning

3 semester credits. The course is the first part of a two-course series and features an in-depth analysis of the three main areas of the cold kitchen: reception foods, plated appetizers, and buffet arrangements. Students will learn and experience a wide variety of traditional preparations that range from fingerfoods, appetizers, forcemeats, pâtés, galantines, terrines, salads, sandwiches, and cold soups. Curing, smoking, and brining techniques will be practiced, as well as homemade cheese and sausage production and contemporary styles of food and buffet presentation. The course takes place throughout the entire duration of the Master in Italian Cuisine program, offering students an essential hands-on experience for their professional growth.

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.

PSELGM662  
Garde Manger II Experiential Learning

3 semester credits. The course is the second part of a two-course series and features an in-depth analysis of the three main areas of the cold kitchen: reception foods, plated appetizers, and buffet arrangements. Students will learn and experience a wide variety of traditional preparations that range from fingerfoods, appetizers, forcemeats, pâtés, galantines, terrines, salads, sandwiches, and cold soups. Curing, smoking, and brining techniques will be practiced, as well as homemade cheese and sausage production and contemporary styles of food and buffet presentation. The course takes place throughout the entire duration of the Master in Italian Cuisine program, offering students an essential hands-on experience for their professional growth.

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.

PSELBP700  
Master Italian Pastry Arts Experiential Learning

6 semester credits. This Experiential Learning course will be of capstone importance for Baking and Pastry students in order to complete their course of studies with the application of baking and pastry master 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 glacés, 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 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.
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.

**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.

**FILLAim200 Impruneta**

Impruneta is within easy reach from Florence and is famous for its terracotta production as well as an increasingly diverse output of high-quality painted ceramics. However, Impruneta is also home to the famous Basilica of Santa Maria at Impruneta, an interesting Museum of Religious Art and two important folk-festivals during the year—The Grape Festival, characterized by spectacular floats, and the Fair of Saint Luke. There are many beautiful agriturismi near Impruneta that allow visitors to stay in comfort in the country while they also have easy access to the attractions of Florence. Although not in fact within the limits of the Chianti Classico wine zone, there are many wineries in the area that make it easy to organize wine tours.

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.

**PSFLES200 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 Koho 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, consumption, and transportation 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.

**PSFELI200 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.

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.

**PSFLEC200 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.

**PSFLEC300 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 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 complemented by mandatory field trips to the south, center and north of Italy. Students will complete a journal project as part of this course.

Field education will advance student learning as a relationship-centered process.

PSFLST210
Student Teaching: Field Learning
3 semester credits. The course will consist in a hands-on experience aimed at providing students with the planning, organization, and delivery of field learning activities. Students will be supervised by an instructor who will explain the theories and practices of this innovative teaching methodology as well as guide the student in assisting FUA's EFT department.

This class includes experiential learning with CEMI.

PSFLS215
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.

PSFLPC285
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 complemented by mandatory field trips to the south, center and north of Italy. Students will complete a journal project as part of this course.

Field education will advance student learning as a relationship-centered process.

PSFLSC216
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 complemented by mandatory field trips to the south, center and north of Italy. Students will complete a journal project as part of this course.

Field education will advance student learning as a relationship-centered process.
of ancient Pompeii including its economy, religious practices, entertainment, architecture), and by reading primary sources, students will explore the daily life of the 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 artifacts), 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.

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.

PSFLE330
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.

PSFLR330
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.

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.

PSFLW131
Wine Culture and Society in Tuscany
6 semester credits. This course is a specialized survey of the wine culture and society in Tuscany. The different wine-producing zones of the region will be examined, from larger productions such as Chianti and the Super Tuscanos to lesser-commercialized yet upcoming areas like Montecucco towards the south. On a socio-cultural level, the role of wine at the Tuscan table and in festivities, customs, and social settings constitutes an integral aspect of this course in order to introduce students to the underlying human context behind the production and service of Tuscan wines.

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.

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.

PSFLF130
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 Kmo 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 the 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.

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.

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.

**PSFLF330**

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 adhering projects. The family 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 placement will require PM shifts or shifts that take place on weekends and holidays.

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.
additional materials/dress code: business casual attire for dress code.

prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINB450  
Internship: Baking and Pastry Industry  
3 semester credits. Through this placement, students are involved in back and front of the house operations at a local bakery or pastry shop. The hands-on experience is designed to prepare future pastry chefs for the production of pastries, baked goods, and desserts. Emphasis is placed on proper baking techniques, knife and piping skills, and mixing methods. Students will learn how to adjust recipes to produce both products in large volumes and specialty items. Students will also perform front of the house duties 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.

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.

Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe shoes) required.

Prerequisites: Italian A1 (breakthrough beginner) recommended. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. Cover letter, CV, and material pertinent to the chosen area, interview. HAACP food safety and sanitation certification.

PSINCA450  
Internship: Culinary Arts  
3 semester credits. Under the supervision of an Executive Chef who manages the operations of the kitchen, students of the culinary arts internship course are involved in the daily operations of the restaurant industry. Line cooks are entry-level kitchen positions that focus on learning technique, speed, and consistency. Interns must be highly motivated and understand proper preparation techniques, become familiarized with recipes to ensure consistency, gain a command of timing in the kitchen, reduce and manage food waste, handle commercial kitchen equipment, and perform duties as directed by the kitchen brigade. This placement may require PM scheduling or shifts that take place on weekends and holidays.

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.

Additional materials/Dress code: Chef uniform (hat, jacket, pants, hard-toe shoes) required.

Prerequisites: Italian A1 (breakthrough beginner) recommended. Open to culinary arts and baking & pastry majors or students who have taken previous coursework in the above fields. Cover letter, CV, and material pertinent to the chosen area, interview. HAACP food safety and sanitation certification.

PSINHO450  
Internship: Hospitality Industry  
3 semester credits. Students of the hospitality internship course will be introduced to hospitality management and operations through internships in 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 placement may require shifts that take place on the weekend and holidays.

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.

Additional materials/Dress code: Business casual attire for dress code. Please note that dress code requirements may vary depending on placement.

Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINBP450  
Internship: Baking and Pastry Industry  
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. 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.

Additional materials/Dress code: Business casual attire for dress code. Please note that dress code requirements may vary depending on placement.

Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINM450  
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.

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.

Additional materials/Dress code: Business casual attire for dress code. Please note that dress code requirements may vary depending on placement.

Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.
analytical report and portfolio. Placements will vary depending on the student’s language and professional skills.


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 freerancers) 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. 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.

Additional materials/Dress code: Business casual attire for dress code. DSLR camera might be needed for certain placements.

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 assist with photo assignments. 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. 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.

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.

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.

PSINMA450
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. 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.

Additional materials/Dress code: Business casual attire for dress code. Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINAR450
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 or shifts that take place on weekends and holidays.

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.

Additional materials/Dress code: Business casual attire for dress code. Prerequisites: B2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.
PSnga450
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. The internship enhances students’ knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the internship process 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.

Prerequisites: An A2 level of Italian language. Cover letter, CV, portfolio of previous work, and material pertinent to the chosen area, interview.

PSNfu450
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.

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 process 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.

Additional materials/Dress code: Business casual attire for dress code.
Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSInE450
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 guides the student’s preparation of a final analytical report and portfolio. Placements will vary depending on the student’s language and professional skills.

Additional materials/Dress code: Appropriate attire required for teaching in school environments.
Prerequisites: An A2 level of Italian language and TEF/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.

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.

PSNAD450
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. 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.

Additional materials/Dress code: Business casual attire for dress code.
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. 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.

Additional materials/Dress code: Business casual attire for dress code. DSLR camera might be needed for certain placements.
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, and editing software experience.
PSINH0450 Internship in the Hospitality Industry
3 semester credits. 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. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

PSINH0610 Internship in the Hospitality Industry
3 semester credits. This course is the fourth cycle of the series starting with PSINH0450 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 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.

PSPDPO350 Portfolio Development I
3 semester credits. The first level of portfolio development course gives students the opportunity to create a personal portfolio of creative work. Through individual guidance in executing boards for original design ideas, students present a theme or career-goal orientated portfolio of finished work. By working with sketches, graphic illustrations, and using Adobe Illustrator and Adobe Photoshop, students acquire skills and competencies related to the articulation of a strong personal identity within their work related to the areas of visual communication. The analysis of contemporary designers, visual communicators, and their philosophies as well as target markets will be discussed.

PSPDPO350S Portfolio Development I
1 semester credit. This seminar gives students the opportunity to develop skills for creating a personal portfolio. Through individual guidance in executing boards for original design ideas, students present a theme or career-goal orientated portfolio. By working with sketches, graphic illustrations, and using Adobe Illustrator and Adobe Photoshop, students acquire skills and competencies related to the articulation of a strong personal identity within their work related to the areas of visual communication.

PSPDPO360 Portfolio Development II
3 semester credits. The second level of portfolio development builds upon

Additional materials/Dress code: Business casual attire for dress code. Prerequisites: A B/8 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. 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.

Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.

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. 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. Prerequisites: A2 level of Italian language. Cover letter, CV, and material pertinent to the chosen area, interview.
previously acquired skills to further enhance portfolio creation. Students will explore more conceptual and experimental approaches while learning how to calibrate the expression of historic and contemporary influences on their personal body of work to produce in high-quality, professional forms of presentation.

Prerequisites: Portfolio Development I or equivalent.

**PSBDPO360S**
Portfolio Development II
1 semester credit. This seminar further develops previously acquired portfolio skills from more conceptual and experimental perspectives. The importance of effectively expressing historic and contemporary influences on the works presented in a portfolio will be addressed.

Prerequisites: Portfolio Development I.

**PSBDPO380S**
Portfolio Development III
1 semester credit. This seminar represents the third and advanced level of portfolio development in which students utilize digital media approaches to fully showcase areas of specialization. A rigorous level of professional design criticism will be applied to portfolio development, articulation, and assembly. Advanced forms of rendering and thematic exploration will be covered.

Prerequisites: Portfolio Development II or equivalent.

**PSBDPO400**
Portfolio Development IV
3 semester credits. The final and most advanced level of portfolio development combines the knowledge and skills acquired in previous levels. Students are expected to produce a detailed, thematically coherent, and technically comprehensive portfolio, using upper-level coursework and projects, that effectively demonstrates an in-depth understanding of visual communication fields and their industry contexts, market demands, professional expectations, quality and skill level standards, and creativity. This class includes experiential learning with CEMI.

Prerequisites: Portfolio Development III or equivalent.

### 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.

**SMCHC250**
Introduction to Chemistry
3 semester credits. This is a lecture-laboratory course designed to introduce the non-science major to basic concepts in general and organic chemistry. Topics include: atomic discovery and structure, the Periodic Table and principles of chemical bonding, the mole and stoichiometry, oxidation/reduction and electro-chemistry. The purely scientific side of the course will be complemented by readings and discussion sessions used to address the diverse roles of chemistry in today’s world. Discussions will range from environmental issues to cosmetics.

**SMCHC260**
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.

This course includes an additional 30 hours of laboratory experience.

Prerequisites: Open to both science and math majors and non-majors who have taken Introduction to Chemistry and Introduction to Calculus.

**SMCHC290**
General Chemistry I
3 semester credits. This course provides an introduction to the fundamentals of cell biology, biochemistry, molecular biology, genetics, biotechnology, microbiology, zoology, botany, ecology, human anatomy, physiology, and behavioral science. Topics are discussed with a focus on how current developments in the biological sciences impact society. Laboratory work is a central part of this course.
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. Please submit unofficial transcript to comply with course prerequisite.

**SMCHO260**
Organic Chemistry II (Lab)
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 Thiothers, aromatic compounds and reactions, Ketones and Aldehydes, Amines, Carboxylic acids and Carboxyl 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.

**SMCHO261**
Organic Chemistry II (Lab)
4 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 Thiothers, aromatic compounds and reactions, Ketones and Aldehydes, Amines, Carboxylic acids and Carboxyl Compounds. Laboratory experiments and computer-based exercises augment and reinforce the basic principles discussed in lecture as well as provide practical examples. 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. This course includes an additional 30 hours of laboratory experience. Prerequisites: Organic Chemistry I or equivalent.

**SMCHFC285**
Food Chemistry Fundamentals
3 semester credits. Food chemistry is the study of chemical processes and the interactions of biological and non-biological food components. Different types of food will be analyzed according to the components of their biochemistry such as carbohydrates, lipids, and protein, as well as water, vitamins, minerals, enzymes, food additives, and colors. The course enables students to fully understand the changes that foods undergo during preparation and cooking processes. The outcome of the course is to provide students with an in-depth knowledge of food processes and properties to improve food quality, stability, and product development.

**SMCHE260**
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.

**SMCHFC300**
Advanced Food Chemistry
3 semester credits. This course examines the treatment of food through the physical and chemical phenomena taking place during post-harvest (vegetables)/post-mortem (meat) processing, storage, and utilization and their impact on food quality. The outcome of the course is to provide students with an in-depth knowledge of the application of chemical principles as related to the food industry in terms of areas such as food engineering and bioprocessing, food extrusion, quality control, and packaging.

**SMCHC410**
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.

**SMCHC425**
Beyond Chocolate: Foods for Therapy
3 semester credits. The therapeutic powers of foods, such as the aphrodisiac potency of chocolate and oysters, is an ancient knowledge that has gotten a major scientific makeover based on studies related to chemistry and psychology. This course takes a further step by offering a deeper look at the impact foods have on the human body from relaxing to meditative, introspective, aphrodisiac, and stimulating effects. Students will analyze the chemical, physiological, psychological, and emotional aspects of foods in therapy and how these discoveries can contribute to a myriad of different fields from hospitals to our own personal eating habits. Lab and demo activities are a fundamental part of the course.

**SMCHHC470**
Historical Perspectives in Chemistry
3 Semester credits. Throughout history, science and chemistry have shaped the evolution of the world. This course follows the emergence of chemistry as a discipline throughout the ages, particularly from an Italian perspective and how it has been influenced by politics, morality, and society. Lessons will include a survey of renowned Italian scientists and their groundbreaking contributions that subsequently shaped the course of history and the field of chemistry as we know it today. Students will gain a working knowledge of the history and techniques used in the analysis and transformation of matter, and become familiar with the Periodic Table of Elements and the bonding of molecules.

### 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.**

**SMABM150**
The Logic and Beauty of Mathematics: An Accessible Introduction
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.

3 semester credits. This course covers the fundamental principles of algebra, geometry, graphs, statistics, functions, probability, finance, and mathematics. Topics are introduced through their application to everyday life with an emphasis on practical and conceptual approaches to problem-solving.

Intermediate 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.

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.

Projective Geometry

3 semester credits. Projective geometry, introduced in the 19th century, is considered one of the most important modern geometries and this course is prefaced by its interesting history along with comparisons with Euclidean geometry. This branch of geometry is concerned with properties of geometric figures under projection, and the mathematical foundation of pictorial perspective. Projective geometry has useful applications to computer graphics, information security, statistics, and computer vision. The following topics will be covered: conic sections, quadric surfaces, projective configurations, isomorphism, point-line duality, and Mobius nets. The theorems of Pascal, Brianchon, Desargues, and von Staudt will be covered. Prerequisites: Topics in Mathematics or equivalent.

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.

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.

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.

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 and charged 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.

General Physics I - Service Learning

4 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 and charged 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. 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: Calculus I.

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 it’s 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.

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 Medi 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 FUAs 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 language and society.
- To create a bridge, through interdisciplinary linguistic studies, between the international student and the Italian/Florentine experience.
- To host open forums 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.
- 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

The Center for Cultural and Italian Studies (CCIS) brings together a rich program of cultural events and activities throughout the year. It also facilities 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 SQuola 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 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.

ISIS200C
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.
Field education will advance student learning as a relationship-centered approach and provide students with the opportunity to develop skills and gain real-world experience. The course aims to foster an understanding of the 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 designed 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.

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 designed 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.

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, including language, local customs, and regional diversity. 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.

Made in Italy

3 semester credits. This course explores the extraordinary phenomenon of the renowned excellence and distinctive characteristics of Italian style from the Unification of the Italian nation to the present day. The course focuses not only on particular products and brands of Italy but also its distinctive character, way of living, attitudes, and peculiarities. This historical study of Italian taste will set within the context of social, artistic, economic, political, technological, and scientific issues. Particular emphasis will be given to the Florentine environment. Consideration will be given to all aspects of industry, craftwork, and product design from ceramics to textiles, cuisine, entertainment industry, automobiles, furniture, fashion, and household objects.

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.

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.

ISISCP285
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.

ISISIJ255
An Italian Journal
3 semester credits. One of the most valuable activities to enhance an international and intercultural experience is to keep a journal. No matter how amazing and unforgettable the experience may seem, it doesn’t take long before memories eventually begin to fade. More importantly, journal-keeping actively engages the individual in an overseas journey through thinking, interpreting, and analyzing intercultural experiences that can transform students into global citizens. The course guides students in developing a journal of the many opportunities for engagement and exposure during a study abroad experience. Students will be actively involved with the Student Life Department to discover and reflect on the surrounding environment to address matters of cultural diversity, language, customs, social outreach, lifestyle, and entertainment. This course feature active involvement with the Student Life extracurricular activities and a language component as an effective means to discover contemporary Italy. During each lesson, the instructor will focus on key features of Italian language, allowing students to unravel hidden details of Italian communication and culture.

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 ongoing 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
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 Polombezza Rossa, and Benigni’s La Vita BéBella. 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.

ISISTI300
The Italians: Life, Culture, and Society
3 semester credits. The purpose of this course is to 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.

ISISP310
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.

ISISIA325
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.

ISISVP330
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 expand the city; to recover 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.

ISISED335
Education In Italy
3 semester credits. This 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 universities and its role in the Renaissance
period. The structure, organization, admission procedures, student life, and
degree system will be covered in this component. 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.

ISISDF340
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.

ISITW360
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.
Prerequisites: One semester of Italian language or equivalent.

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.
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.

ISITC101
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 course work will invite students to practice the acquired knowledge in a native environment.

ISITI101
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.

ISITI102
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.

ISITI104
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.

ISITI105
Intensive Italian for Hospitality Majors
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.

ISITI106
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 Traspassato Prossimo, Pronomi Relativi e Combinati, Imperativo, and a basic grasp of the four Subjunctive tenses. All lessons will be taught in Italian.

ISITI107
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.

ISIT1201
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.

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.

ISITC1201
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.

ISITL201
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.

ISITL204
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 classwork and learning for the students 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.

ISITL215
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.

ISITL250
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 and Combinati, Imperativo, and a basic grasp of the four tenses of Subjunctive. Prerequisites: Two semesters of Italian language or equivalent.

ISITL285
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.

ISITI275
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, 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 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.

ISITI365
Intensive Italian For Six Credits (Intermediate II)
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 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. 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: 3 semesters of Italian language or equivalent.

ISITI350
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 or equivalent.

ISITI130
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.

ISITI135
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 Implicate) i.e. the use of Gerund, Present and Past Participle, and the Infinitive.

Prerequisites: Five semesters of Italian language or equivalent.

ISITI125
Intensive Italian for Nine Credits (Intermediate I)
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
Prerequisites: Four semesters of Italian or equivalent.

produce a short paper (in Italian) about a specific theme.

the texts/authors discussed in class. At the end of the course, students will be required to take notes and to produce written assignments (in Italian) about the topics discussed in class. 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 Passive. All lessons will be taught in Italian.

Prerequisites: 4 semester of Italian language or equivalent.

ISITR400

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 Passive. All lessons will be taught in Italian.

Prerequisites: 3 semesters of Italian language or equivalent.

ISITR85

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 e 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 Passive. All lessons will be taught in Italian.

Prerequisites: 2 semesters of Italian language or equivalent.

ISITR400

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.

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.

ISILIL300

Survey of Italian Literature

3 semester credits. This course offers a comprehensive survey of Italian literature from its origins to the present day. Readings, lectures, and discussions will cover several course topics including fourteenth century writers such as Dante, Petrarch, and Boccaccio; the Renaissance period’s Humanist poetry and prose, chivalric poems, and the work of Machiavelli; the poetry and prose of the nineteenth century, the theatre of Pirandello, and the contemporary novel.

ISILIL305

Dante, Petrarch, Boccaccio

3 semester credits. This course focuses on the important trio of fourteenth century Italian literature: Dante Alighieri, Francesco Petrarcha, and Giovanni Boccaccio. A major emphasis of study is based on the texts of Dante’s Vita Nuova and the Divine Comedy, Petrarcha’s Il Canzoniere, and Boccaccio’s The Decameron. All three writers will be discussed in relation to the culture and society of their times.

ISILIC305

Nineteenth Century Italian Literature

3 semester credits. This class will examine the 19th century Italian novel with a special emphasis on Alessandro Manzoni’s I Promessi Sposi (1840). The course will also examine 20th century novels such as Tomasi di Lampedusa’s Il Gattopardo (1958), which were influenced by 19th century novels. The social, cultural, and political context of these novels will be emphasized. Course topics will focus on the common themes of gender, class, and location.

ISILIC310

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.

ISIWP330

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.

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 the 14th century. 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.

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), and The Story of the Lost Child (2014). 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
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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.
Prerequisites: One semester of Italian language or equivalent.

ISILCL410 Contemporary Italian Literature (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.

ISILML405 Survey of Italian Literature (in Italian)
3 semester credits. This course offers a comprehensive survey of Italian literature from its origins to the present day. Readings, lectures, and discussions will cover several course topics including fourteenth century writers such as Dante, Petrarca, and Boccaccio; the Renaissance period’s Humanist poetry and prose, chivalric poems, and the work of Machiavelli; the poetry and prose of the nineteenth century, the theatre of Pirandello, and the contemporary novel. All readings, assignments and exams will be in Italian.
Prerequisites: Four semesters of Italian language or equivalent.

ISILML406 Dante, Petrarca, Boccaccio (In Italian)
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.
Prerequisites: One semester 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.
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The Department of Graduate Experiential Learning offers the opportunity to become engaged in the local community through direct experience and leadership-building coursework.

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. The internship enhances students’ knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the intern and guides the student’s preparation of a final analytical report and portfolio. The internship enhances students’ knowledge through field experience held in a professional environment overseen by a supervisor, who regularly monitors the intern and guides the student’s professional development. 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 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 requirements). 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.

PSSPC550
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 Florence University of the Arts. These community projects are directly linked to the academic divisions of FUA 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. 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 reduce 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.

DEPARTMENT OF GRADUATE EXPERIENTIAL LEARNING

This departure gathers the graduate-level courses from FUA’s Apicius School of Food and Wine Studies. Courses are related to the areas of culinary arts, baking and pastry, and topics related to the hospitality industry.

FWCAMD515
Menu Development 3 semester credits. This course focuses on the fundamental role of the menu for food service establishments. Menus will be analyzed both as organization tools and a tool of communication. The goal of the course is to analyze all factors that contribute to the successful menu planning, from the visual aspects to cost control. Field experience will have a fundamental importance for the understanding of course topics and students will be involved in menu planning starting from an overview of local restaurant menu content and applying acquired information to the development of menus that will be operating at GANZO, the school restaurant and creative learning lab of Apicius. Prerequisites: The course is open to Master in Italian Cuisine students and to those with an equivalent of Culinary Arts Levels I & II backgrounds.

FWWND520
Dietetics and Nutrition in the Mediterranean 3 semester credits. This course introduces students to the knowledge of Mediterranean lifestyle, focusing on the nutritional aspects of Mediterranean cuisine and the culinary tradition of significant Mediterranean areas. Students will gain a sound knowledge of the criteria behind the Mediterranean diet pyramid and will compare it with other world dietary regimens. Based on the assertion that the Mediterranean diet is amongst the healthiest regimens, students will complete a survey of the many dietary recommendations that have developed in recent decades to better understand how dietetics is also directly affected by social implications.

FWCARC530
Advanced Italian Restaurant Cooking I Experiential Learning 6 semester credits. The course is designed to give students a first approach to an advanced cuisine style. Contemporary techniques will be explained and applied on a daily basis. Students will be involved in managing the restaurant kitchen in the role of chefs de partie under the direct supervision of the Chef Instructor to experience menu preparation that will focus on both traditional and contemporary cuisine. The course introduces students to the professional organization of the kitchen from the following points of view: HACCP standards, equipment maintenance, food delivery and storage, mise en place settings, accurate plating style, importance of timing, and basics of menu planning for an organized production. Special emphasis will be dedicated to understanding concepts such as interpretation and revision of Italian recipes in order to create and produce menus that represent the evolution of traditional
cuisine. Students will cover a variety of flavors and ingredient combinations in Italian restaurant cuisine by putting learned skills to practice. 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 III Italian Cuisine and Decoration or equivalent. Special note: This course includes mandatory team projects throughout the academic session.

FWC2IG540 Introduction to Italian Gastronomy: Food and Culture
3 semester credits. This course provides an introduction to the social, historical, and cultural forces that have affected the culinary, baking, and pastry professions in Italy. Students will analyze Italian traditions and how they translate into the professional environment of the food service industry. Topics include the contemporary challenges facing food professionals and etiquette as a historical, social, and professional discipline.

FWCAMC550 Mediterranean Cuisine and Ingredients Experiential Learning
3 semester credits. The course offers students an overview of Mediterranean cuisine by identifying and analyzing different macro areas starting from their historical and cultural backgrounds. The diverse cuisines of the countries bordering the Mediterranean sea, their mutual and external influences, and the lore developed throughout the centuries will be thoroughly covered. Emphasis will be placed on ingredients, flavor profiles, preparations, and representative techniques of 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.

FWBPWC630 Advanced Italian Restaurant Cooking II Experiential Learning
6 semester credits. This course represents the defining experience of the Culinary Arts master program. The course will provide a deeper insight to the preparation of contemporary dishes and will allow students to put their skills into practice within an Italian restaurant setting. In addition to 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 cooperating with the operational organization of the kitchen brigade. Lectures will also focus on the application of food cost control standards, scheduling, and menu planning for the training of management skills. Students will be asked to execute all culinary skills and techniques learned during previous levels, offering a proper and varied selection of dishes. All creations will also respect basic standards in terms of nutritional values, seasonality, and accuracy in the presentation and food cost control. The experience gained with this course will be of paramount importance for the development of students as food service professionals. Prerequisites: Advanced Italian Restaurant Cooking I or equivalent. Special notes: This course includes mandatory team projects throughout the academic session.

FWBPBP650 Master Italian Pastry Arts II Experiential Learning
3 semester credits. This course will be of capstone importance for Culinary students in order to complete their course of studies with the application of baking and pastry master techniques, the development of recipes-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 glaces, 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. The course topics are divided into two levels. This class includes experiential learning with CEMI. Prerequisites: This course is open to culinary students attending Advanced Levels and Master programs.

FWBPBP655 Master Italian Pastry Arts III Experiential Learning
3 semester credits. This course will be of capstone importance for Culinary students in order to complete their course of studies with the application of baking and pastry master techniques, the development of recipes-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 glaces, 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. The course topics are divided into two levels. This class includes experiential learning with CEMI. Prerequisites: This course is open to culinary students attending Advanced Levels and Master programs.
Through a content- and task-based approach to language learning, participants will focus on language building strategies which can be employed beyond the classroom. It is geared towards teaching professionals 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: experiential learning, field learning, and cultural integration. Experiential learning at FUA 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 context and cannot be dissected from the classroom. This course will aim to create 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 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 techniques.

Ultimately, this course enables students to understand how to place the teaching experience as just one portion of the whole study abroad experience, so as to acquire the necessary expertise to teach international students in a dynamic and community-outreaching context geared to cultural integration.

This graduate-level course is aimed at individuals who wish to engage in the field of international education and to acquire teaching skills for international audiences abroad and in their home countries. 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 the three primary educational assets implemented as core educational values by FUA: experiential learning (EL), field learning (FL), and cultural integration. EL at FUA rethinks the classroom and field experiences as related rather than distinct environments; the classroom is an on-going environment extending beyond the physical spaces of lecture halls and laboratories to apply learning to the outer world. FL is rooted in academic contexts and enhances classroom learning with a wider perspective of taught knowledge. 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 and FL in the learning path. Ultimately, the FUA learning model immerses students in an all-encompassing educational experience based on theory and practice applied to real-life situations, operational processes, problem-solving strategies, and leadership and management skills. 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-centered 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.

LAIERM580
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 studies 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.

LAIEIP630
International Program and Curriculum Design
3 semester credits. This graduate-level course advances the management, policy, and leadership-based issues of international education and aims to equip participating students with the skills necessary to design international programs and curricula. Topics will focus on the importance of academic strategies that account for a parallel approach that encompasses both relevant content within a single course and the positioning of the course with the institution at large. Curriculum design will be comparatively analyzed alongside institutional mission and college-departmental hierarchy, the goal of cultural integration through academic implementation, and the importance of mapping content across levels and departments. Lastly, the course will also address the development of new curricula according to educational needs in cross-cultural and global contexts, and critically evaluating educational trends. Prerequisites: Open to individuals who have completed an undergraduate degree or are currently enrolled in a graduate-level program.

DEPARTMENT OF ORGANIZATIONAL MANAGEMENT

Graduate-level organizational management courses address the methods and techniques of enhancing the performance of employees within organizations, operational processes, and planning for the future. Topics are related to the skills and knowledge necessary for careers in the international hospitality industry, hotel operations, and food and beverage management.

HPTMCT501
Cultural Tourism
3 semester credits. The course will cover culture, culture tourism, and cultural resources. A major focus will be to provide a framework of the present perspectives in the world by presenting case studies in Italy and Europe. Specific emphasis will be placed on arts and enogastronomic tourism, issues of sustainability, and ethical practices including the promotion of local, traditional, and organically grown food. Site visits will expose students to various geographies representing high-quality food products closely linked to the local territory.

BUMAOS504
Organizational Strategy and Design
3 semester credits. This course will link organizational strategy to the structure designed to implement it. Emphasis will be placed on the preparation and knowledge of the organization for the strategy, its current and projected performance capacities, and organizational structure and relationships that will lead to maximum results.
BUMATC510
Leadership in Transition and Creativity
3 semester credits. The course will explore the changing nature of the purpose and roles of instructional and administrative leaders. Topics will also examine the evolving nature and roles of followers, their mutual expectations, and interrelationships as a means to address with organizational and environmental change.

BUECEB518
Legal, Ethical, and International Environment of Business
3 semester credits. The phenomenon of globalization has affected virtually every aspect of business. In the interconnected and interdependent global economy, commercial transactions and international financial contracts have proliferated yet there are many jurisdictions with its own rules and regulations. The result is a complex international legal environment, often tangled with inconsistent legal rules and unpredictable judicial interpretative actions. Within this context, this course provides an overview of the legal aspects of international business transactions and will introduce students to the international legal framework. Topics include international business law from the role of comparative law, the laws governing multinational enterprises, foreign investment, money and banking, sales of goods, services, labor, transportation, financing, and taxation. Students will critically evaluate the substantive principles of law in relation to intellectual property rights, consumer protection, international sale of goods, and transnational dispute resolution by mediation, arbitration, and litigation. Consideration will be given to the impact of law on international trade, globalization and regionalism, and the global monetary system. The course will also examine how globalization, deregulation, and technology create a highly competitive environment that affects the operational purpose and future of human resource management.

HPTMC520
Contemporary International Tourism
3 semester credits. The course will provide an understanding of world travel patterns and the reasons that motivate travelers to visit particular regions. Discussion will take place with regards to tourism policy issues, an examination of the role of the tourist, the tourism manager, and the host community. A global community perspective will be emphasized during the course.

CPMIC522
Intercultural Communication
3 semester credits. The course will facilitate the comprehension of the nature of the communication processes that influence or are influenced by intercultural contexts. Increasingly multicultural societies rely on the ability of individuals to be sensitive to cultural differences and to reach across them in order to foster understanding. Students will evaluate the role of communication in intercultural relations, cultural patterns of interaction, cultural identity, and specific intercultural problems. There will be a focus on gaining intercultural communication competence and the costs or consequences associated with intercultural misunderstanding.

BUAFFS537
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.

BUMKMO547
Marketing of Organizations
3 semester credits. The course will introduce students to the concepts and principles of marketing and will help them develop an appreciation of the scope, relevance, application, and integration in the operation of programs, services, ideals, and products of for-profit and not-for-profit organizations.
FLORENCE UNIVERSITY OF THE ARTS

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APICIUS  ISB
International School of Hospitality
International School of Business

DIVA  J SCHOOL
School of Digital Imaging and Visual Arts
School of Journalism, Communication and Publishing

FAST  SAS
School of Fashion and Accessory Design
School of Arts and Science

IDEAS  SQUOULA
School of Interior Design, Environmental Architecture and Sustainability
Center for Cultural Italian Studies

SCHOOL OF GRADUATE STUDIES

FONDAZIONE PALAZZI
Florence Association for International Education

CEMI Community Engagement Member Institutions

Corridoio Fiorentino
Photographic, Visual Communication and Interior Design Gallery

F_AIR
Florence Artist in Residence Art Gallery

Fedora
School Pastry Shop

FLY Fashion Loves You
Vintage, Consignment and Emerging Designers

Ganzo
School Restaurant

Greenmapped Service Learning

Ingorda
Florence Campus Publishing