



# **The American College of the Mediterranean**

Undergraduate and Graduate Programs

2018 - 2020 Catalog

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# About The American College of the Mediterranean

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## Welcome from the President



Dear Student,

It is my pleasure to welcome you to The American College of the Mediterranean. With our main campus in Aix-en-Provence, France, and satellite campuses in Spain and Morocco, ACM is the ideal setting for students interested in pursuing their education at an American institution dedicated to exploring the important relationship between Western Europe and North Africa.

As the degree-granting subsidiary of the Institute for American Universities, ACM shares a long history in Southern France dating back to 1957 when U.S. diplomats established an American institution to encourage U.S. students to study politics and the language of diplomacy in Aix-en-Provence. Sixty years later, ACM continues that commitment with its bachelor's and master's programs in the Arts, Social Sciences, and Business.

The pedagogical spirit of ACM is informed by a synthesis of academic and experiential learning. Our goal is to educate students in the American tradition of liberal arts while leveraging the site-specificity of the Mediterranean. ACM's team of talented full-time, tenured, and tenure-track faculty are dedicated to delivering a broad-based education across the curriculum. Many of our faculty are former diplomats, artists, journalists, practitioners of conflict resolution, and business men and women who have dedicated their lives to educating the future leaders of our world. Students at ACM are thus challenged to engage with the complexities of identity, culture, politics, history, and economy in Europe and North Africa from a distinctively American and global perspective.

When you choose to participate in one of our many undergraduate or graduate degree programs, you are choosing to become part of a unique group of scholars who engage with and challenge the dominant discourses that shape our world today.

On behalf of the faculty, staff, and administration, I welcome you to ACM and our community of globally-minded students and scholars.

Sincerely,

Carl Jubran, PhD

President

The American College of the Mediterranean

## Mission & History

The American College of the Mediterranean (ACM) is a wholly-owned subsidiary of The Institute for American Universities (IAU), an independent, free-standing institution founded in 1957 by academics and former diplomats such as Dr. Herbert Maza (who also served as its first President), Dr. Evron Kirkpatrick, Ambassadors Jeane Kirkpatrick, Dr. Max Kampelman, and others who wanted to provide a platform for American students interested in studying diplomatic relations with related interests and careers in the Foreign Service and the State Department.

The mission of The American College of the Mediterranean is to provide excellence in international education, inspire intercultural awareness, and prepare students for success in a global community through the study of European and Mediterranean history, languages, cultures, politics, and contemporary issues. It does so through a combination of courses, internships, curricula, and undergraduate and graduate degree programs in an international and cross-cultural setting.

ACM integrates the best practices and values of an international institution of Higher Education with those of a degree-granting American-style university. ACM's parent institution, IAU, is a founding member of the Association of American International Colleges and Universities (AAICU), a network of prestigious American institutions of higher learning located throughout Europe, Africa, the Middle East, and Asia, dedicated to promoting American-style education abroad. Thanks to these connections, IAU, and by extension ACM, share resources and expertise with premier academic institutions such as The American University of Beirut, The American University of Cairo, The American University of Paris, and Central European University.

IAU was initially established under the authority of Aix-Marseille University and offered a study abroad program for American students providing transfer credit back to American universities for students willing to live and study in France for one year. With IAU's inception, it became the first institution to offer study abroad programs to students with majors other than French language, since in the late 1950s the only way to study in France was through French universities using the native language.

As one of the first institutions to make study abroad available to non-language majors, IAU established itself as a European center for undergraduate study in the arts, humanities, and social sciences for students from U.S. colleges and universities. Located in Aix-en-Provence, France since 1957, IAU is considered to be one of the oldest and largest study abroad programs of its kind in Europe.

By 1966 IAU enrolled approximately 200 students a year and in 1976 it incorporated The Marchutz School of Fine Arts (founded by Leo Marchutz) into its offerings. In 2012, IAU identified itself as a study abroad College to reflect the fact that its program offerings, curriculum, and support services mirrored those found at U.S. institutions.

In 2013, IAU expanded its offerings to include multi-country January term/intersession seminars in Europe and North Africa as a way of leveraging more effectively its location within the Mediterranean region as an educational asset. It also opened a summer program option in Barcelona, Spain with the addition of semester and academic year offerings several years later. Since its foundation, IAU has served more than 700 colleges and universities, more than 20,000 undergraduates, and has an annual enrollment of approximately 1,000 study abroad students.

In 2015 IAU launched its initial tranche of degree programs and welcomed its first Master of Fine Arts (MFA) students at The Marchutz School. Coincident with its appointment of IAU's fifth president, Dr. Carl Jubran, IAU was supported in its decision by its Council of Academic Advisors (CAA).

IAU currently provides its own transcripts to students who complete its study abroad programs. This is done through direct affiliation agreements which allow for the direct transfer of academic credit. In cases where U.S. institutions will not accept IAU credit directly, IAU has longstanding partnerships with several regionally-accredited U.S. Schools of Record including Fairfield University, SUNY-Fredonia, Northern Illinois University, and Truman State University. These institutions also provide the final transcript to IAU alumni. Until ACM achieves regional accreditation through a U.S. accreditor, it is pursuing recognition of its new degrees and course equivalencies through Northern Illinois University, IAU-ACM's oldest and most longstanding School of Record.

## **Accreditation**

The American College of the Mediterranean is currently exploring accreditation from the New England Commission on Higher Education (NECHE). Many institutional partners of IAU have NECHE accreditation, including Fairfield University, Harvard University, Boston College, and Tufts University.

IAU is chartered as an institution of higher education by the Regents of the State University of New York, and is also recognized as an institution of higher learning by the French Ministry of the Interior, the French Ministry of Education, and the Rectorat of Aix-Marseille University. As a foreign host site for the College Consortium of International Studies, IAU is subject to regular program review.

## **Professional Affiliations**

Since its inception in 1957, IAU has been at the forefront of study abroad opportunities for students and faculty. In an effort to stay up-to-date with the most current practices and offerings in international education, IAU has been

actively involved in numerous professional organizations. Through active participation and attendance at regional, national, and international conferences and fairs, IAU has been able to expand its program offerings and enhance its professional development and study abroad practices. Below is a list of organizations in which IAU is an active member.

### **AAICU: The Association of American International Colleges and Universities**

IAU is a founding member of the Association of American International Colleges and Universities (AAICU, 1971), a consortium of independent, non-profit, higher education institutions located outside the United States and based on the American liberal arts model. AAICU members adhere to the highest standards of institutional accountability and integrity. AAICU provides a distinctive forum for sharing best practices in international higher education, facilitates international and intercultural perspectives through student and faculty exchange, and promotes broader awareness of the educational, economic, social, and cultural contributions of member institutions to the regions of the world in which they are located.

### **AIEA: The Association of International Education Administrators**

The Association of International Education Administrators (AIEA), a membership organization formed in November 1982, is composed of institutional leaders engaged in advancing the international dimensions of higher education. The purposes of the Association are to provide an effective voice on significant issues within international education at all levels, to improve and promote international education programming and administration within institutions of higher education, to establish and maintain a professional network among international education institutional leaders, and to cooperate in appropriate ways with other national and international groups having similar interests.

## **APUAF: The Association of American University Programs in France**

APUAF was established in 2008 and represents the interests, concerns, and vision of its roughly fifty institutional members throughout France. Its specific objectives include providing a forum and support network for directors and staff of U.S. programs in France, fostering collaboration by pooling resources and encouraging joint projects among members as well as with French partner institutions, facilitating administrative procedures through information-sharing and, if appropriate, lobbying on behalf of member institutions in France and the U.S. and representing members' interests, viewpoints, and general concerns through active participation in international organizations, conferences, and committees focusing on study abroad issues.

## **CCIS: The College Consortium for International Studies**

The College Consortium for International Studies (CCIS), a partnership of two- and four-year colleges and universities – large and small, public and private, domestic and foreign – encompasses the broad spectrum of international higher education. CCIS members sponsor a variety of programs, notably study abroad programs and professional development seminars for faculty and administrators, which are designed to enhance international/intercultural perspectives within the academic community. Recognizing the value of such experiences in fostering global understanding and peaceful cooperation among nations in an increasingly interdependent and rapidly changing world, CCIS is committed to developing international dimensions as an integral part of collegiate education. CCIS works to build collaborative arrangements among institutions who share this commitment, and to facilitate linkages between member institutions and international partners. In all of its programs and activities, CCIS strives for a high level of academic excellence.

## **Forum on Education Abroad**

IAU is a National Charter Member of the Forum on Education Abroad, the leading professional organization for U.S.-based education abroad. The Forum is recognized by the U.S. Department of Justice and the Federal Trade Commission as a Standards Development Organization (SDO) for the field of education abroad. Its annual conferences offer members the opportunity to hold sessions and discussions with colleagues on present day issues in the field.

## **NAFSA: Association of International Educators**

IAU is also a committed member of NAFSA: Association of International Educators, which provides studies and research on study abroad practices, policy advocacy, and professional development as well as networking opportunities with its worldwide membership. IAU staff has taken advantage of NAFSA resources and participated in both NAFSA Academy and annual regional and national conferences.

## Faculty

All ACM courses are taught by experienced and credentialed faculty who have experience teaching at both U.S. and French universities and working professionally in their fields of expertise. These professionals employ interactive teaching styles while creating an engaging and exciting learning environment. ACM faculty have developed curriculum and course content that is academically rigorous and rewarding.

### **Carl Jubran, PhD**

President & Professor  
*University of California,  
San Diego*  
*Comparative Literature*

### **Leigh Smith, PhD**

Dean & Professor  
*University of North Carolina*  
*Comparative Literature*

### **Alan Roberts, MFA**

Dean & Professor  
The Marchutz School of Fine Arts  
*Vermont College*  
*Fine Arts*

### **Aboubakr Jamaï, PhD**

Dean & Associate Professor  
*Harvard University*  
*Business / Public Administration*

### **John Gasparach, MFA**

Associate Dean & Professor  
The Marchutz School of  
Fine Arts  
*St. John's College*  
*Liberal Arts*

### **Muriel Cros, PhD**

Assistant Dean & Professor  
*Aix-Marseille University*  
*Linguistics*

### **Guillaume Durand, PhD**

Assistant Dean & Professor  
The School of Humanities &  
Social Sciences  
*EHESS, Paris & Bucharest*  
*Romanian Art & Archaeology*

### **Pauline Betrancourt, MFA**

Activities Coordinator &  
Assistant Professor of Fine  
Arts  
*Ecole des Beaux Arts,  
Aix-en-Provence*  
*Fine Arts*

### **Cécile Bozzo, PhD**

Professor of the  
Practice Business  
*Aix-Marseille University*  
*Management, Business*

### **Laurence Breeden, DEA**

Adjunct Professor of French  
*Université de Tours*  
*French*

### **Philip Breeden, MALD**

Public Relations Coordinator &  
Associate Professor of International  
Relations  
*Fletcher School of Diplomacy*  
*Diplomacy & Conflict Resolution*

### **David Coombes, M Lit**

Distinguished Professor of  
Philosophy  
*Oxford University*  
*Political Science / Philosophy*

### **Audrey Coussy, PhD**

Professor of French  
*Sorbonne Nouvelle Paris 3*  
*English & Translation Studies*

### **Florian Croisé, DEA**

Professor of French  
*Université d'Aix-Marseille*  
*Linguistics*

### **O'Neill Cushman, MFA**

Assistant Professor of Fine Arts  
*University of Plymouth*  
*Fine Arts*

### **Catherine Darracq, MBA**

Adjunct Professor of Business  
*New York University*  
*Business Administration*

### **Michele Giovanetti, MA**

Professor of the Practice  
French  
*Aix-Marseille University*  
*French*

### **Bruce Hitchner, PhD**

Professor of Archaeology  
& International Relations  
*University of Michigan*  
*Archaeology*

### **Mohammad Hassouna, PhD**

Associate Professor of Ecology &  
Environmental Studies  
*Université de Provence Environmental*  
*Chemistry*

### **Margaux Hofstedt, FLE**

Professor of the Practice French  
*Université de la Sorbonne*  
*French*

### **Cathleen Keenan, MFA**

Adjunct Professor of Fine Arts  
*University of Arizona*  
*Creative Writing*

### **Estelle Kervilla, MFLE**

Adjunct Professor of French  
*Aix-Marseille University French*

**Michel Lantelme, PhD**  
Visiting Professor of  
Literature *Emory University*  
*French*

**Sébastien Llorca, PhD**  
Visiting Professor of Political  
Science  
*European University Institute*  
*Social and Political Sciences*

**Patricia Locke, PhD**  
Visiting Professor of Fine  
Arts *Boston College*  
*Philosophy*

**Philippe Lorrain, DEA, FLE**  
Professor of French  
*Aix-Marseille University*  
*Sociolinguistics*

**Annabel Martin, MA**  
Professor of the Practice  
Psychology *Université de*  
*Provence*  
*Clinical Psychology*

**Noelle Mathis, PhD**  
Professor of the Practice  
French  
*Simon Frazer University*  
*Education / Language Science*

**Pamela Morton, MA**  
Lecturer of Fine Arts  
*Open University*  
*American Civilization*

**Amy Mumma, MBA**  
Associate Professor of Global  
Wine Studies  
*Bordeaux School of Management*  
*Wine Industry*

**Yumna Musarwa, PhD**  
Associate Professor of Art  
History *Princeton University*  
*Art History*

**Brigitte Philippe, MA**  
Adjunct Professor of French  
*Aix-Marseille University*  
*Linguistics (English & French)*

**Charles Potter, PhD**  
Distinguished Professor of  
History  
*Columbia University*  
*Romance Philology, French*

**Paola Queinnec-Blanc, MA**  
Lecturer of French  
*Aix-Marseille University*  
*French*

**Sylvie Requemora-Gros, PhD**  
Professor of the Practice  
Literature  
*Aix-Marseille University*  
*French & Francophone Literature*

**Estelle Roger-Fix, MA**  
Language Coordinator &  
Associate Professor of French  
*Aix-Marseille University*  
*Linguistics / Educational Cooperation*

**Pascale Schaaf, MA**  
Internship Coordinator &  
Associate Professor of  
Business  
*Aix-Marseille University*  
*German*

**Shawn Simpson, MBA**  
Professor of the Practice, Business  
& Management  
*Aix-Marseille University*  
*Business Administration*

**Ruby Soames, MA**  
Lecturer of Education  
*Manchester Metropolitan University*  
*English*

**Sarah Stickney, MFA**  
Visiting Professor of Fine Arts  
*University of New Hampshire*  
*Creative Writing*

**Veerle Thielemans, PhD**  
Professor of the Practice  
*Johns Hopkins University*  
*History of Art*

**David Walker, PhD**  
Distinguished Professor of  
Literature  
*University of Limerick*  
*French Literature*

**Mark Warwick, MFA**  
Visiting Professor of Fine Arts  
*Alfred University*  
*Ceramics*

## Facilities

The ACM campus comprises four buildings, three of which are situated in the historic center of Aix. The Marchutz School of Fine Arts studio is located on the historic Route de Cézanne, just outside of the city center.

## School of Humanities and Social Sciences

The School of Humanities and Social Sciences is located in the beautiful, historic section of Aix-en-Provence. The mission of The School is to advance student's knowledge and understanding of the fields of study within the social sciences, the humanities, and the arts within the context of France, Europe, and the Mediterranean while fostering individual, intellectual, and personal growth.

The School prides itself on the diversity of its course offerings in both English and French languages. Subject areas included psychology, political science, comparative literature, art history, studio art, business, philosophy, education, history, archaeology, theatre, and government.

The School welcomes students with diverse academic backgrounds. Students considering programs within the School of Humanities should be serious about acquiring an international perspective on culture, government, arts, and learning, and who are interested in an integrative approach. This may include those interested in gaining insights on European and Mediterranean perspectives or those interested in exploring the evolution of historic and contemporary relationships and practices.

## Centre d'Etudes Françaises

The Centre d'Etudes Françaises is the home of The French Honors Program as well as all French language courses taught at IAU and ACM. Courses are dedicated to the study of French language, literature, history, theater, and culture, and as such provide an immersive French experience.

The Centre d'Etudes Françaises curriculum places emphasis on enhancing the spoken, written and

comprehension of the French language; acquiring knowledge of the distinctive characteristics of the arts and cultures of France and Europe; understanding attitudes, ideas, values, and behaviors in one's own culture and that of others; and gaining international awareness and sophistication.

The Centre d'Etudes Françaises houses the Master of Arts in French Studies (MAFS) graduate program and the undergraduate major in French Studies.

## School of Business and International Relations

Through programs in the School of Business & International Relations, students will have the unique opportunity to study international business strategies and procedures with a specific focus on the global market. Disciplines taught include, but are not limited to, business administration, conflict resolution, diplomacy, economics, finance, international business, international relations, management, marketing, political science, and more. All business courses at IAU, ACM's parent institution, are approved by Fairfield University, an IAU partner institution whose Dolan School of Business is accredited through AACSB, The Association to Advance Collegiate Schools of Business.

Students participating in programs within the School of Business & International Relations will have access to unpaid, for-credit semester-long internships at local French enterprises. They receive priority placement in internships and can expect to receive three credits. Find more information about the application and the internships ACM currently has to offer on the Internships webpage ([www.acmfrance.org/studentlife/internships](http://www.acmfrance.org/studentlife/internships)).

The School of Business & International Relations houses the Master of Arts in International Relations (MAIR) and Global Master of Business Administration (GMBA) graduate programs, as well as the undergraduate majors in International Relations and Business Administration.

## **The Marchutz School of Fine Arts**

The mission of The Marchutz School of Fine Arts is, above all, to develop the student's capacity to see. Students will learn from a myriad of available resources including masterworks, architecture, figure and portrait work, landscape and cityscapes, and conceptual and multimedia design. The human imagination, memory, perception, and craft are interwoven throughout the curriculum. These resources and programmatic themes help students look around their environment as well as within themselves until their artistic expression springs from a union of sign and insight - one of the major learning outcomes for all students.

Marchutz courses are available to students of all skill levels and backgrounds, and offer an immersive experience in painting, drawing, art history, and art theory, with excursions to Paris, Giverny, Venice, and the Vaucluse. The Marchutz School offers courses in art history, creative writing, archaeology, painting and drawing, photography, architectural design, and sculpture.

The Marchutz School of Fine Arts houses the Master of Fine Arts (MFA) in Painting and the Master of Arts in Art History (MAAH) graduate programs and the undergraduate majors in Visual Arts, Painting, and Art History.

## Board of Directors, IAU and ACM

**Donna Dillon Manning**

*Chair, ACM Board of Directors*

*Member, IAU Board of Trustees since 1987*

*Former Chair, IAU Board of Trustees 1993 – 2013*

Vice President, Corporate Board Placement,  
Catalyst Inc. (Retired)

IAU Alumna, 1961-1962

**Marianne Keler, JD**

*Chair, IAU Board of Trustees*

Attorney

Keler & Kershow, PLLC

**Alain-Philippe Durand, PhD**

*Member, ACM Board of Directors*

Dean of the College of Humanities  
University of Arizona

**Clare Tufts, PhD**

*Member, ACM Board of Directors*

Director, French Language Program  
Duke University  
IAU Alumna, 1967-1968

**William Granara, PhD**

*Member, ACM Board of Directors*

Professor of Arabic Language and Literature  
Director of the Center for Middle Eastern Studies  
Harvard University

**Ambassador Kurt Volker**

*Member, ACM Board of Directors*

*Member, IAU Board of Trustees since 2010*

Former U.S. Ambassador to N.A.T.O.

Executive Director,

Th McCain Institute for International Leadership  
Arizona State University  
IAU Alumnus, 1984

**Mary Frances Pearson, JD**

*Member, IAU Board of Trustees*

*Former Chair, IAU Board of Trustees 2013-2018*

International Attorney

Retired Partner, Ernst & Young

**Lisa Anderson, PhD**

*Member, IAU Board of Trustees*

Form President, American University in Cairo  
Senior Lecturer, Columbia University

**Olivier Breillot, JD, CPA**

*Member, IAU Board of Trustees*

Retired Partner Ernst & Young

**Frances D. Cook, MPA**

*Member, IAU Board of Trustees*

Former U.S. Ambassador  
Chair, The Ballard Group LLC  
IAU Alumna, 1965-1966

**Jean-Claude Eude, MBA**

*Member, IAU Board of Trustees*

Council-Member, Stelios Foundation  
Honorary Consul Republic of  
Latvia to the Principality of Monaco

Barbara Freed, PhD

*Member, IAU Board of Trustees*

Professor of French & Applied Linguistics  
Carnegie Mellon University  
IAU Alumna, 1960-1961

**Joseph Herlihy, MA, JD**

*Member, IAU Board of Trustees*

General Counsel

Boston College

IAU Alumnus, 1973-1974

**Jeffrey Malek, JD**

*Member, IAU Board of Trustees*

Attorney, Malek & Malek

**Donald Manasse**

*Member, IAU Board of Trustees*  
International Attorney  
IAU Alumnus, 1969-1970

**Stephen K. Mittelstet, PhD**

*Member, IAU Board of Trustees*  
President Emeritus, Richland College

**Brian Proctor, MD**

*Member, IAU Board of Trustees*  
Ophthalmologist  
Associate Clinical Professor  
Loyola University Medical Center  
IAU Alumnus, 1984

**Sanford J. Ungar, MA**

*Member, IAU Board of Trustees*  
Former President, Goucher College

**Greg Wyatt, MA**

*Member, IAU Board of Trustees*  
Artist & Sculptor

**Ex-Officio Members**

**Carl Jubran, PhD**

President and Professor,  
IAU and ACM  
IAU Alumnus, 1992

**Judy Barral**

Chief Financial Officer,  
IAU and ACM  
IAU Alumna, 1971-1972

**Kurt Schick, MA**

Dean of Admissions and Alumni Affairs,  
IAU and ACM

# Admissions

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## Undergraduate Application

### Requirements

The American College of the Mediterranean uses a rolling admissions process to review applications for its undergraduate programs. To be considered, applicants must have (or will have earned) a high school diploma, or its equivalent. A phone or internet conversation with an ACM admissions team member may be required to gather additional information from applicants.

*Fall Start Dates: Applications are reviewed on a Rolling Admissions basis, with financial aid and housing priority given to those who apply by April 15<sup>th</sup>.* Decisions, along with a \$1,000 non-refundable enrollment deposit, are due by June 1<sup>st</sup>. For those submitting applications after June 1<sup>st</sup>, the non-refundable \$1,000 enrollment deposit normally required post-acceptance will be required at the time of application. Please contact the U.S. office before submitting the enrollment deposit to discuss student visa processing deadlines in relation to your application submission date.

*Spring Start Dates: Applications are reviewed on a Rolling Admissions basis, with financial aid and housing priority\* given to those who apply by September 15<sup>th</sup>.* Decisions, along with a \$1,000 non-refundable enrollment deposit, are due by November 1<sup>st</sup>. For those submitting applications after November 1<sup>st</sup>, the non-refundable \$1,000 enrollment deposit normally required post-acceptance will be required at the time of application. Please contact the U.S. office before submitting the enrollment deposit to discuss student visa processing deadlines in relation to your application submission date.

Admission to the ACM undergraduate programs is based on a review of the following items:

#### 1. Application Form

Complete and submit the online application form at [www.tinyurl.com/acmdegreeprogramapplication](http://www.tinyurl.com/acmdegreeprogramapplication).

#### 2. Transcripts & Test Scores

Students must e-mail a scan of their most up-to-date transcript (saved as: LAST NAME First Name\_Transcript) and either ACT or SAT scores (saved as: LAST NAME First Name\_Test Scores) to [admissions@ACMFrance.org](mailto:admissions@ACMFrance.org). SAT/ACT scores are not required for non-American students. An official copy should be mailed to the address listed below. ACM can review an application with the scanned versions but will require the official copies in order to send a decision. If the student is currently enrolled in a high school or secondary institution, ACM requires that the student send a final official transcript after they graduate with completed courses and graduation date listed.

For students who have completed coursework at institutions outside of the United States, a Course-by-Course Evaluation report of your transcript/s from [World Education Services \(WES\)](http://World_Education_Services_(WES)) must be submitted as part of your application. Even if classes were taught in English and the transcript is written in English, an evaluation is still required. For students who will be sending a final transcript after graduation, a Course-by-Course Evaluation report from WES of your final transcript is also required. Please direct WES to mail an official copy of the evaluation report to the address below.

The American College of the Mediterranean  
4500 S. Lakeshore Drive  
Suite #358  
Tempe, AZ 85282

#### 3. Personal Essay (250-500 Words)

Students are required to submit a personal essay in response to the prompts found at:

[www.acmfrance.org/admissions/application](http://www.acmfrance.org/admissions/application).

The completed document (saved as: LAST NAME First Name\_Essay) must be emailed to:

[admissions@ACMFrance.org](mailto:admissions@ACMFrance.org).

#### 4. Extracurricular Activities

In a separate Word document (saved as: LAST NAME First Name\_Activities), applicants are asked to list any extracurricular activities that they have participated in during their high school career. This includes professional, athletic, artistic, individual/team, volunteer, religious, academic, or other type of activities (be creative!). The following details should be submitted to [admissions@ACMFrance.org](mailto:admissions@ACMFrance.org):

- Activity type
- Organization name
- Position/Leadership description
- Years of participation
- Timing of participation (during school year, during school break, all year)
- Hours spent per week
- Weeks spent per year
- What you accomplished and any recognition you received
- Whether or not you intend to participate in a similar activity at ACM

#### 5. Two Letters of Recommendation

Each of the two required letters of recommendation should be one typed page in length and submitted to [admissions@ACMFrance.org](mailto:admissions@ACMFrance.org) by a teacher, advisor, or supervisor.

#### 6. Proof of English Language Proficiency

Applicants whose native language is not English, unless they have been attending an English-speaking school/university for at least 3 years, must submit an official TOEFL score of at least 79 or IELTS English language proficiency exam of 6.5 or greater. This requirement may be waived by ACM's U.S. Office of Admissions under certain circumstances.

#### 7. A Non-Refundable Application Fee of \$120

While part of the admissions process, the application fee is not due at the time of application but instead will be added to your program invoice should you decide to enroll.

#### 8. A Non-Refundable Enrollment Deposit of \$1,000

A non-refundable enrollment deposit is due at time of application if applying after June 1st (Fall applicants) or November 1st (Spring applicants). Students who apply before these dates have until June 1st (Fall applicants) or November 1st (Spring applicants) to submit the deposit.

**If your application is not accepted, the enrollment fee will be refunded.**

Fees can be submitted via check (for U.S. Citizens only) to our U.S. Office of Admissions or through the secure credit card authorization form on our online payment portal.

#### 9. ACM Scholarships & Financial Aid

If you are planning to apply for ACM scholarships and financial aid, you will need to submit the required materials along with your program application, as ACM reviews both simultaneously. Types of aid available and access to the financial aid application can be found at <https://acmfrance.org/admissions/financialaid#undergraduate> page of our website.

## Graduate Application Requirements

The American College of the Mediterranean uses a rolling admissions process to review applications for its graduate programs: Master of Fine Arts (MFA), Master of Arts in French Studies (MAFS), Master of Arts in Art History (MAAH), Master of Arts in International Relations (MAIR), Master of Arts in Media Studies (MAMS), and Global Master of Business Administration (GMBA).

Financial aid and housing priority given to those who apply by April 15<sup>th</sup>. Decisions, along with a \$1,000 non-refundable enrollment deposit, are due by June 1<sup>st</sup>. For those submitting applications after June 1<sup>st</sup>, the non-refundable \$1,000 enrollment deposit normally required post-acceptance will be required at the time of application. Please contact the U.S. office before submitting the enrollment deposit to discuss student visa processing deadlines in relation to your application submission date. If your application is not accepted, the enrollment deposit will be refunded.

To be considered, applicants must have (or will have earned by the time of enrollment) a post-secondary diploma. A phone or internet conversation with an ACM admissions team member may be required to gather additional information from applicants.

Admission to the ACM graduate programs is based on a review of the following items:

### 1. Application Form

Complete and submit the online application form at [www.tinyurl.com/acmdegreeprogramapplication](http://www.tinyurl.com/acmdegreeprogramapplication).

### 2. Transcripts

Applicants must e-mail a scan of their most up-to-date transcript (saved as: LAST NAME First Name\_Transcript) to [admissions@ACMFrance.org](mailto:admissions@ACMFrance.org) in addition to mailing an official copy to the following address. ACM can review applications with the scanned versions but will require the official copies in order to send a decision. If the student is currently enrolled in an

undergraduate institution, ACM requires that they send a final official transcript after the student graduates with completed courses and graduation date listed on the transcript.

For students who have completed coursework at institutions outside of the United States, a Course-by-Course Evaluation report of your transcript/s from [World Education Services \(WES\)](#) must be submitted as part of your application. Even if classes were taught in English and the transcript is written in English, an evaluation is still required. For students who will be sending a final transcript after graduation, a Course-by-Course Evaluation report from WES of your final transcript is also required. Please direct WES to mail an official copy of the evaluation report to the address below.

The American College of the Mediterranean  
4500 S. Lakeshore Drive  
Suite #358  
Tempe, AZ 85282

### 3. Curriculum Vitae (C.V.) or Résumé

To gain a broader sense of an applicant's experiences and interests, ACM asks for a C.V. or résumé of at least the past five years of university and/or employment history; community, professional, and/or university extracurricular activities; and recognitions and achievements. The completed C.V. or résumé (saved as: LAST NAME First Name\_CV) should be emailed to [admissions@ACMFrance.org](mailto:admissions@ACMFrance.org).

### 4. Personal Statement

Students are required to submit a single page (about 300-500 words) personal statement in response to the prompt found at the following link:

[www.acmfrance.org/admissions/application](http://www.acmfrance.org/admissions/application)

Master of Arts in French Studies applicants are required to submit the personal statement in French. Completed documents must be emailed to:

[admissions@ACMFrance.org](mailto:admissions@ACMFrance.org) (saved as: LAST NAME First Name\_Statement.pdf).

## 5. Two Letters of Recommendation

Each of the two required letters of recommendation should be one typed page in length and submitted to [admissions@ACMFrance.org](mailto:admissions@ACMFrance.org) by a professional or academic reference.

## 6. Proof of English Language Proficiency

Applicants whose native language is not English, unless they have been attending an English-speaking school/university for at least 3 years, must submit an official TOEFL score of at least 79 or IELTS English language proficiency exam of 6.5 or great.

## 7. Program-Specific Requirements:

### Master of Fine Arts (MFA)

**Portfolio:** 20 images of recent work including a minimum of 5 drawings and 10 pieces relating to your painting concentration.

**Submitting Portfolio Files:** Portfolio files must be submitted using Dropbox. If an applicant does not already have an account, one can be created for free at [www.dropbox.com](http://www.dropbox.com). To submit these files, create a new folder named *LastName.FirstName\_MFAApplication* and add all portfolio-related files. Images should be submitted as JPEG's no larger than 1 MB each (approximately 1400 pixels in either direction at a resolution of 100 dpi). Please format image files: *LastName.FirstName\_1.jpg - LastName.FirstName\_20.jpg*. Click "share" from the Dropbox menu to generate a link. Send this link to [admissions@ACMFrance.org](mailto:admissions@ACMFrance.org) with the subject line: *MFA Application Files for Lastname.FirstName*. Note: Dropbox preserves the time of each folder's last modification, and after sharing the folder link with ACM, we ask that no further changes are made in the MFA Application folder.

### Global Master of Business Administration (GMBA)

Students are required to take the GMAT and submit a score report to ACM.

## 8. Non-Refundable Application Fee of \$120

While part of the admissions process, the application fee is not due at the time of application but instead will be added to your program invoice should you decide to enroll.

## 9. A Non-Refundable Enrollment Deposit of \$1,000

A non-refundable enrollment deposit is due at time of application if applying after June 1st (Fall applicants). Students who apply before this date have until June 1<sup>st</sup> to submit the deposit.

If your application is not accepted, the enrollment fee will be refunded.

Fees can be submitted via check (for U.S. Citizens only) to our U.S. Office of Admissions or through the secure credit card authorization form on our online payment portal.

## 10. ACM Scholarships & Financial Aid

If you are planning to apply for ACM scholarships and financial aid, you will need to submit the required materials along with your program application, as ACM reviews both simultaneously.

To view types of aid available and access the financial aid application, please visit:

<https://acmfrance.org/admissions/financialaid#graduate>

## Transfer Procedure

Transfer students bring rich and diverse experiences and backgrounds to the student body. The American College of the Mediterranean welcomes transfer students to apply to its undergraduate programs in Aix-en-Provence, France. ACM enrolls transfer students during the fall and spring semesters. Students are eligible to apply if they have a high school diploma (or equivalent) and have completed at least two semesters (24-30 credits) at another college or university with a minimum GPA of 2.5.

When the student is admitted to ACM, staff and faculty will conduct an evaluation of the student's prior coursework to determine how many of their previous credits will transfer toward ACM graduation requirements. Applicants with questions about ACM's undergraduate programs or the process of transferring from another college or university, they may contact [admissions@ACMFrance.org](mailto:admissions@ACMFrance.org) or call 1-800-221-2051.

# Tuition and Fees

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Tuition and Fees are subject to change each academic year and fiscal year (defined as August 1), after review by the Board of Directors.

## Undergraduate Programs

### 2018-2019 Academic Year

*Effective August 1, 2018*

<b>BA (2018-19)</b>	<b>Tuition</b>	<b>Insurance</b>	<b>Activity</b>	<b>Book/Media</b>	<b>Housing</b>	<b>TOTAL</b>
Fall 2018	\$6,050	\$260	\$745	\$255	\$4,130	\$11,440
*J-Term 2019 (Optional)	\$2,200	\$75			\$1,450	\$3,725
Spring 2019	\$6,050	\$260	\$745	\$255	\$4,130	\$11,440
Summer 2019 - 6 credits (Optional)	\$2,500	\$200	\$345		\$1,990	\$5,035
<b>TOTAL with J-Term &amp; Summer</b>	<b>\$16,800</b>	<b>\$795</b>	<b>\$1,835</b>	<b>\$510</b>	<b>\$11,700</b>	<b>\$31,640</b>
<b>TOTAL without J-Term &amp; Summer</b>	<b>\$12,100</b>	<b>\$520</b>	<b>\$1,490</b>	<b>\$510</b>	<b>\$8,260</b>	<b>\$22,880</b>

*Depending on course selection, some additional fees will apply:*

**Art \$260 - Wine \$150 - Photography \$150 - Marchutz Trip \$820 - Marchutz Materials \$260**  
**Summer Tuition Per Course (3 credits) \$1,250**

*\*J-Term programs are required by some undergraduate majors, but not all. J-Term fees include tuition for three semester credits, housing, continental breakfast every day and some evening meals, activity fee, orientation, health, liability and repatriation insurance, intra-European transportation, and scheduled cultural activities. Additional student costs include roundtrip airfare, lunches, textbooks, and personal expenses.*

### 2019-2020 Academic Year

*Effective August 1, 2019*

<b>BA (2019-20)</b>	<b>Tuition</b>	<b>Insurance</b>	<b>Activity</b>	<b>Book/Media</b>	<b>Housing</b>	<b>TOTAL</b>
Fall 2019 (12-18 credits)	\$6,650	\$260	\$745	\$255	\$4,630	\$12,540
J-Term (Optional) 2020	\$2,500	\$345			\$1,450	\$4,295
Spring 2020	\$6,650	\$260	\$745	\$255	\$4,630	\$12,540
Summer 2020 - 6 credits (Optional)	\$2,500	\$200	\$345		\$2,650	\$5,695
<b>TOTAL with J-Term &amp; Summer</b>	<b>\$18,300</b>	<b>\$1,065</b>	<b>\$1,835</b>	<b>\$510</b>	<b>\$13,360</b>	<b>\$35,070</b>
<b>TOTAL without J-Term &amp; Summer</b>	<b>\$13,300</b>	<b>\$520</b>	<b>\$1,490</b>	<b>\$510</b>	<b>\$9,260</b>	<b>\$25,080</b>

*Depending on course selection, some additional fees will apply:*

**Art \$260 - Wine \$150 - Photography \$150 - Marchutz Trip \$820 - Marchutz Materials \$260**  
**Summer Tuition Per Course (3 credits) \$1,250**

*\*J-Term programs are required by some undergraduate majors, but not all. J-Term fees include tuition for three semester credits, housing, continental breakfast every day and some evening meals, activity fee, orientation, health, liability and repatriation insurance, intra-European transportation, and scheduled cultural activities. Additional student costs include roundtrip airfare, lunches, textbooks, and personal expenses.*

## Graduate Programs

### Global Master of Business Administration (GMBA) – Beginning Fall 2019

Credits: 46

Duration: 12 months

#### 2019-2020 Academic Year

Effective August 1, 2019

GMBA 2019-2020	Tuition	Insurance Fee	Activity Fee	Book/Media Fee	Field Study Fee	Housing	TOTAL
Early Start (2 credits)	\$1,700						\$1,700
Fall 2019 (17 credits)	\$14,450	\$260	\$475	\$255	\$445		\$15,885
J-Term 2020 (4 credits)	\$3,400	\$345				\$1,625	\$5,370
Spring 2020 (17 credits)	\$14,450	\$260	\$475	\$255	\$445		\$15,885
Summer 2020 (6 credits)	\$5,100	\$200					\$5,300
<b>TOTAL (46 credits)</b>	<b>\$37,400</b>	<b>\$1,065</b>	<b>\$950</b>	<b>\$510</b>	<b>\$890</b>	<b>\$1,625</b>	<b>\$44,140</b>

### Master of Fine Arts (MFA)

Credits: 60

Duration: 24 months

#### 2018-2020 Academic Years

Effective August 1, 2018

MFA (2018-2020)	Tuition	Insurance Fee	Activity Fee	Studio Art Fee	Travel Fee	Housing	TOTAL
Fall 2018 (15 credits)	\$12,000	\$260	\$475	\$335	\$745		\$13,815
J-Term 2019 (3 credits)	\$2,400	\$75				\$1,525	\$4,000
Spring 2019 (15 credits)	\$12,000	\$260	\$475	\$335	\$745		\$13,815
Fall 2019 (15 credits)	\$12,000	\$260	\$475	\$335	\$745		\$13,815
Spring 2020 (12 credits)	\$9,600	\$260	\$475	\$335	\$745		\$11,415
<b>TOTAL</b>	<b>\$48,000</b>	<b>\$1,115</b>	<b>\$1,900</b>	<b>\$1,340</b>	<b>\$2,980</b>	<b>\$1,525</b>	<b>\$56,860</b>

#### 2019-2021 Academic Years

Effective August 1, 2019

MFA (2019-2021)	Tuition	Insurance Fee	Activity Fee	Studio Art Fee	Travel Fee	Housing	TOTAL
Fall 2019 (15 credits)	\$12,750	\$260	\$475	\$500	\$820		\$14,805
J-Term 2020 (3 credits)	\$2,550	\$345				\$1,625	\$4,520
Spring 2020 (15 credits)	\$12,750	\$260	\$475	\$500	\$820		\$14,805
Fall 2020 (15 credits)	\$12,900	\$260	\$475	\$500	\$820		\$14,955
Spring 2021 (12 credits)	\$10,320	\$260	\$475	\$500	\$820		\$12,375
<b>TOTAL</b>	<b>\$51,270</b>	<b>\$1,385</b>	<b>\$1,900</b>	<b>\$2,000</b>	<b>\$3,280</b>	<b>\$1,625</b>	<b>\$61,460</b>

## Master of Arts in French Studies (MAFS)

Credits: 36

Duration: 12 months

### 2018-2019 Academic Year

*Effective August 1, 2018*

<b>MAFS 2018-2019</b>	<b>Tuition</b>	<b>Insurance Fee</b>	<b>Activity Fee</b>	<b>Book/Media Fee</b>	<b>Housing</b>	<b>TOTAL</b>
Fall 2018 (13 credits)	\$7,800	\$260	\$475	\$255	\$4,130	\$12,920
J-Term 2019 (3 credits)	\$1,800	\$75			\$1,525	\$3,400
Spring 2019 (13 credits)	\$7,800	\$260	\$475	\$255	\$4,130	\$12,920
Summer 2019 (7 credits)	\$4,200	\$75			\$1,990	\$6,265
<b>TOTAL</b>	<b>\$21,600</b>	<b>\$670</b>	<b>\$950</b>	<b>\$510</b>	<b>\$11,775</b>	<b>\$35,505</b>

### 2019-2020 Academic Year

*Effective August 1, 2019*

<b>MAFS 2019-2020</b>	<b>Tuition</b>	<b>Insurance Fee</b>	<b>Activity Fee</b>	<b>Book/Media Fee</b>	<b>Housing</b>	<b>TOTAL</b>
Fall 2019 (13 credits)	\$9,100	\$260	\$475	\$255	\$4,630	\$14,720
J-Term 2020 (3 credits)	\$2,100	\$345			\$1,625	\$4,070
Spring 2020 (13 credits)	\$9,100	\$260	\$475	\$255	\$4,630	\$14,720
Summer 2020 (7 credits)	\$4,900	\$200			\$2,650	\$7,750
<b>TOTAL</b>	<b>\$25,200</b>	<b>\$1,065</b>	<b>\$950</b>	<b>\$510</b>	<b>\$13,535</b>	<b>\$41,260</b>

## Master of Arts in International Relations (MAIR)

Credits: 36

Duration: 12 months

### 2018-2019 Academic Year

*Effective August 1, 2018*

<b>MAIR 2018-2019</b>	<b>Tuition</b>	<b>Insurance Fee</b>	<b>Activity Fee</b>	<b>Book/Media Fee</b>	<b>Housing</b>	<b>TOTAL</b>
Fall 2018 (12 credits)	\$7,200	\$260	\$475	\$255	\$4,130	\$12,320
J-Term 2019 (4 credits)	\$2,400	\$75			\$1,525	\$4,000
Spring 2019 (12 credits)	\$7,200	\$260	\$475	\$255	\$4,130	\$12,320
Summer 2019 (8 credits)	\$4,800	\$75			\$1,990	\$6,865
<b>TOTAL</b>	<b>\$21,600</b>	<b>\$670</b>	<b>\$950</b>	<b>\$510</b>	<b>\$11,775</b>	<b>\$35,505</b>

## 2019-2020 Academic Year

Effective August 1, 2019

<b>MAIR 2019-2020</b>	<b>Tuition</b>	<b>Insurance Fee</b>	<b>Activity Fee</b>	<b>Book/Media Fee</b>	<b>Trip</b>	<b>Housing</b>	<b>TOTAL</b>
<b>Fall 2019 (12 credits)</b>	\$8,400	\$260	\$475	\$255	\$335	\$4,630	\$14,355
<b>J-Term 2020 (4 credits)</b>	\$2,800	\$345				\$1,625	\$4,770
<b>Spring 2020 (12 credits)</b>	\$8,400	\$260	\$475	\$255	\$335	\$4,630	\$14,355
<b>Summer 2020 (8 credits)</b>	\$5,600	\$200				\$2,650	\$8,450
<b>TOTAL</b>	<b>\$25,200</b>	<b>\$1,065</b>	<b>\$950</b>	<b>\$510</b>	<b>\$670</b>	<b>\$13,535</b>	<b>\$41,930</b>

## Master of Arts in Art History (MAAH)

Credits: 36

Duration: 12 months

## 2018-2019 Academic Year

Effective August 1, 2018

<b>MAAH 2018-2019</b>	<b>Tuition</b>	<b>Insurance Fee</b>	<b>Activity Fee</b>	<b>Book/Media Fee</b>	<b>Housing Fee</b>	<b>TOTAL</b>
<b>Fall 2018 (15 credits)</b>	\$9,000	\$260	\$475	\$255		\$9,990
<b>J-Term 2019 (3 credits)</b>	\$1,800	\$75			\$1,525	\$3,400
<b>Spring 2019 (12 credits)</b>	\$7,200	\$260	\$475	\$255		\$8,190
<b>Summer 2019 (6 credits)</b>	\$3,600	\$75				\$3,675
<b>TOTAL</b>	<b>\$21,600</b>	<b>\$670</b>	<b>\$950</b>	<b>\$510</b>	<b>\$1,525</b>	<b>\$25,255</b>

## 2019-2020 Academic Year

Effective August 1, 2019

<b>MAAH 2019-2020</b>	<b>Tuition</b>	<b>Insurance Fee</b>	<b>Activity Fee</b>	<b>Book/Media Fee</b>	<b>Trip/Material</b>	<b>Housing Fee</b>	<b>TOTAL</b>
<b>Fall 2019 (15 credits)</b>	\$10,500	\$260	\$475	\$255	\$820		\$12,310
<b>J-Term 2020 (3 credits)</b>	\$2,100	\$345				\$1,625	\$4,070
<b>Spring 2020 (12 credits)</b>	\$8,400	\$260	\$475	\$255	\$820		\$10,210
<b>Summer 2020 (6 credits)</b>	\$4,200	\$200					\$4,400
<b>TOTAL</b>	<b>\$25,200</b>	<b>\$1,065</b>	<b>\$950</b>	<b>\$510</b>	<b>\$1,640</b>	<b>\$1,625</b>	<b>\$30,990</b>

## Master of Arts in Media Studies (MAMS)

Credits: 36

Duration: 12 months

### 2018-2019 Academic Year

*Effective August 1, 2018*

<b>MAMS 2018-2019</b>	<b>Tuition</b>	<b>Insurance Fee</b>	<b>Activity Fee</b>	<b>Book/Media Fee</b>	<b>Housing Fee</b>	<b>TOTAL</b>
<b>Fall 2018 (15 credits)</b>	\$9,000	\$260	\$475	\$255		\$9,990
<b>J-Term 2019 (3 credits)</b>	\$1,800	\$75			\$1,525	\$3,400
<b>Spring 2019 (12 credits)</b>	\$7,200	\$260	\$475	\$255		\$8,190
<b>Summer 2019 (6 credits)</b>	\$3,600	\$75				\$3,675
<b>TOTAL</b>	<b>\$21,600</b>	<b>\$670</b>	<b>\$950</b>	<b>\$510</b>	<b>\$1,525</b>	<b>\$25,255</b>

### 2019-2020 Academic Year

*Effective August 1, 2019*

<b>MAMS 2019-2020</b>	<b>Tuition</b>	<b>Insurance Fee</b>	<b>Activity Fee</b>	<b>Book/Media Fee</b>	<b>Housing Fee</b>	<b>TOTAL</b>
<b>Fall 2019 (15 credits)</b>	\$10,500	\$260	\$475	\$255		\$11,490
<b>J-Term 2020 (3 credits)</b>	\$2,100	\$345			\$1,625	\$4,070
<b>Spring 2020 (12 credits)</b>	\$8,400	\$260	\$475	\$255		\$9,390
<b>Summer 2020 (6 credits)</b>	\$4,200	\$200				\$4,400
<b>TOTAL</b>	<b>\$25,200</b>	<b>\$1,065</b>	<b>\$950</b>	<b>\$510</b>	<b>\$1,625</b>	<b>\$29,350</b>

## Housing

The American College of the Mediterranean has different housing options available to both undergraduate and graduate students, including a homestay with a French host family, residence halls, or apartments/independent housing. All undergraduate students must live with a host family during their first year of study. After their first year, students have the option to live in Residence Halls or find independent housing.

In general, MFA, MAAH, MAMS, and GMBA students are exempt from a mandated homestay due to the context and expected academic outcomes for these degrees. Conversely, MAFS, and MAIR students must reside in a homestay for at least one semester. Language development coupled with a relationship to the people and culture of France is critical to student success in these programs.

ACM has an on-site housing coordinator in Aix who acts as the main contact and support for students with respect to their housing and living situations.

Please see below for details regarding each housing option. If you have any questions please contact ACM at [admissions@ACMFrance.org](mailto:admissions@ACMFrance.org).

### French Homestays

Living in a French home is the preferred ACM housing option as it provides a direct introduction to life in France and Aix-en-Provence, and is a great incentive to learning the language. ACM hosts come from a cross section of society and are carefully chosen. Many have hosted ACM students for several years.

Most of the host residences are approximately a 15- to 35-minute walk from classes. Accommodations a bit farther from the center may be more spacious. Students should consult with the housing coordinator should any questions arise regarding the homestay arrangement.

Housing coordinators make periodic visits to the hosts to be sure that the cleanliness and comfort meet ACM's standards. With very few exceptions, alumni have

indicated that living in a French home is far preferable to living independently.

When living in French homes, students are on a demi-pension "plan." This includes daily breakfast and six dinners per week. Visiting parents or friends should make prior hotel reservations. No arrangements can be made for lodging other persons or pets. If a student's arrival time at the beginning of the term is delayed, it is his or her responsibility to telephone ACM so that the French host may be informed. Linens, pillow, and blankets are provided and the room is cleaned weekly. Each host will generally provide one machine load of wash per week.

### Residence Halls

Private residence halls are also available to ACM students. Considerable investment has been made in the private housing sector in Aix in the past few years to compensate for the lack of housing for university students. This makes residence halls a good option for students. Most of these housing options are located in the center of town, a 15-minute walk from ACM's campus.

Students who choose to live in residence halls will generally have roommates: 2 students per room, 2-5 students per apartment.

When staying in residence halls, students are responsible for their own meals which will add additional expense.

Residence hall costs are approximately \$450-800 per month (approximately 400-700 €) per person, for a standard apartment with utilities included.

### Apartments & Independent Housing

Most apartments available in Aix are one-room apartments (studios) or two-room apartments (a bedroom and a living room). All apartments have a bathroom and a kitchen.

Students may choose to live with a roommate ("co-loc" or "colocataire" in French), which allows them to integrate into the French way of living more easily. Additionally, it is a way to lower all of the standing expenses such as electricity, heating, telephone, and local taxes. Additionally, internet access can be ordered for approximately \$45 per month (approximately 40 €).

Rent prices tend to be less expensive near the Aix-Marseille University (outside of the city center) compared to living in the historical district of Aix. Students choosing to live in an apartment should be aware that, in France, landlords take little responsibility for daily maintenance. It's also likely that a deposit and guarantee letter from a person who resides in France will be requested.

Most apartments do not have a washing machine, and it is almost impossible to find a student apartment with a dryer. However, the apartment will most likely have a drying rack. If the apartment does not have a washing machine, students are encouraged to find the closest laundromat. When renting, students may bring their own linens or buy them in Aix.

The cost of living in Aix varies depending on the student's chosen housing situation. The cost to rent a room in a shared apartment averages \$450-\$520 per month (approximately 400-450 €). Meanwhile, a studio apartment for one person costs \$570-\$685 per month plus utilities (approximately 500-600 €). And finally, for an apartment with more than one bedroom, students can expect to pay \$855 per month (approximately 750 €).

## Housing Costs

2018-2019 Academic Year

Effective August 1, 2018

	Meals Included?	Cost	Notes
<b>ACM Homestay Demi-Pension</b>	Yes - Breakfast daily and six dinners per	\$4,130 per semester \$1,990 per summer	Homestay is required for first-year undergraduate students, and first-semester MAIR and MAFS graduate students.
<b>ACM Homestay Semi-Independent</b>	No – Student is responsible for all meals	\$3,195 per semester \$1,535 per summer	A limited number of host families offer semi-independent arrangements. Interested students should contact the <a href="#">Housing Coordinator</a> to inquire about availability.
<b>Residence Halls Independent Housing</b>	No	About \$7,000/year	Students are responsible for finding their own housing should they choose to live independently. In the past, <a href="#">Residence Etudiante</a> and <a href="#">Immojeune</a> have been good resources for students looking for residence halls.
<b>Apartments Independent Housing</b>	No	Varies; ranges from \$450-\$1,000/month	Students are responsible for finding their own housing should they choose to live independently. In the past, <a href="#">Leboncoin.fr</a> have been good resources for students looking for residence halls.

2019-2020 Academic Year

Effective August 1, 2019

	Meals Included?	Cost	Notes
<b>ACM Homestay Demi-Pension</b>	Yes - Breakfast daily and six dinners per	\$4,630 per semester \$2,650 per summer	Homestay is required for first-year undergraduate students, and first-semester MAIR and MAFS graduate students.
<b>ACM Homestay Semi-Independent</b>	No – Student is responsible for all meals	\$3,595 per semester \$2,050 per summer	A limited number of host families offer semi-independent arrangements. Interested students should contact the <a href="#">Housing Coordinator</a> to inquire about availability.
<b>Residence Halls Independent Housing</b>	No	About \$7,000/year	Students are responsible for finding their own housing should they choose to live independently. In the past, <a href="#">Residence Etudiante</a> and <a href="#">Immojeune</a> have been good resources for students looking for residence halls.
<b>Apartments Independent Housing</b>	No	Varies; ranges from \$450-\$1,000/month	Students are responsible for finding their own housing should they choose to live independently. In the past, <a href="#">Leboncoin.fr</a> have been good resources for students looking for residence halls.

## Deposit Fees

All admitted students, who have decided to attend ACM are required to pay a \$1,000 non-refundable deposit by June 1<sup>st</sup> (November 1<sup>st</sup> for Spring BA students) to be applied towards the first semester's invoice. The deposit can be paid online through IAU's secure Payment Portal at [www.iaufrance.org/payment/makepayment](http://www.iaufrance.org/payment/makepayment).

## Deferrals

Accepted students may defer their enrollment for up to one year from their original intended term of enrollment. Students who defer are not required to submit additional paperwork, but ACM reserves the right to contact the student's most recently attended academic institution (if applicable) to confirm the student is still in good standing. The \$1,000 enrollment deposit, which will be applied to the student's tuition, is required at time of deferral.

## Registration/Fee Payment Policy

All applicants are required to pay the \$120 nonrefundable application fee at the time of application submission. The fee can be submitted via check (for U.S. citizens only) to our U.S. Office of Admissions or through the secure credit card authorization form on our online payment portal.

ACM will send an invoice to students via email after acceptance. If payment is not received by the due date indicated on the student invoice, a \$150 late fee will be applied to the student's account. ACM will not allow students to register for classes if their accounts show outstanding balances not related to documented financial aid disbursements and reserves the right to prevent students from sitting for final exams if their invoices are not paid in full.

### Payment Deadlines

Fall Semester - July 5  
January Term - November 1  
Spring Semester - December 5  
Summer Term - May 5

Credit card payments can be made through IAU's secure payment portal. IAU accepts Visa, MasterCard, American Express, and Discover. A transaction fee of \$150 will be assessed for payments exceeding \$5,000. Multiple credit card payments for the same student whose cumulative total exceeds \$5,000 will also be assessed the fee.

Checks must be clearly marked with the student's name and ACM program listed in the memo section of the check. A \$35 fee will be added to invoices if a check is returned due to insufficient funds. When paying by check, students should mail to:

Institute for American Universities  
7141 Momentum Place  
Chicago, IL 60689-5338

For payments by ACH or wire transfer, please contact the U.S. Office of Admissions by email at [admissions@acmfrance.org](mailto:admissions@acmfrance.org) or by phone at (800) 221-2051.

## Institute Payment Plan (IPP)

As an institution based in Europe, ACM falls outside of the U.S. Department of Education requirements for determining level of need. Therefore, at this time, ACM is unable to accept the FAFSA (Free Application for Federal Student Aid) as part of the process for determining student need. Because of this, students at ACM are not eligible for federal student loans (Perkins, Plus, etc.). However, ACM is committed to offering eligible students access to need-based financial assistance and strives to work with the students to determine need through a fair and transparent process (see below under Financial Aid). Therefore, ACM offers the Institute Payment Plan (IPP) to students in the fall and spring terms as an alternative to paying your bill in full at the start of each term. The plan splits the fall or spring semester balance into convenient monthly payments, with no interest charged. There is a \$30 non-refundable enrollment fee due each semester for enrollment in the Institute Payment Plan. Students may enroll until August 15th for the fall semester and until January 15th for the Spring semester.

# Financial Aid

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## Scholarships and Grants

The American College of the Mediterranean (ACM) offers several scholarships, grants, and work-study opportunities to its students each year. ACM strives to keep its published costs low, especially in comparison to many U.S.-based degree-granting institutions. An emphasis on keeping its costs affordable is a priority from the start, before the financial aid process even begins. For this reason, while ACM can and will provide students additional funding for those who qualify for merit, diversity, and need-based awards, students should understand that amounts are calculated with ACM's overall low costs in mind.

Students must submit the required materials along with a program application, as ACM reviews both simultaneously. Financial aid applications are reviewed on a rolling admissions basis. To be eligible for ACM scholarships and work-study opportunities, students must abide by all ACM policies and regulations as stated on the [policies page](#).

## Scholarships for Undergraduate Students

### Dean's Scholarship

This merit-based scholarship is available to students with outstanding academic achievement. A 3.5 minimum GPA is required.

### Diversity Scholarship

ACM's Diversity Scholarship recognizes the academic achievement and potential of students who, through sharing their varied cultural perspectives, will enhance the education of all ACM students and the excellence of ACM. Open to students who have been traditionally under-represented in degree programs abroad. This group includes, but is not limited to, students identifying by a certain race, ethnicity, religion, gender identity, disability, age, national origin or ancestry, ethnic origin, or veteran status. It would also include first-generation college students, students from low-

income families, and students with a history of overcoming adversity. Selected recipients receive up to \$4,000 per academic year.

## Grants for Undergraduate Students

### Alumni Grant

The American College of the Mediterranean welcomes and encourages alumni from the Institute for American Universities to return to the Aix-en-Provence. Alumni who enroll in an ACM program are eligible to receive a \$500 grant per semester *for the first year of their program only*.

### Need-Based Institutional Grant

Need-based institutional grants are considered for students who demonstrate high financial need and/or financial distress. These grants can range from \$1,000 or more per academic year. For more information about need-based grants, please contact ACM at [admissions@acmfrance.org](mailto:admissions@acmfrance.org).

## Third-Party Scholarships

ACM encourages students to apply for Third-Party Scholarships in addition to ACM Scholarships. Some scholarship search engines include:

- FastWeb
- Scholarships.com
- Chegg

## Scholarships for Graduate Students

### Dean's Scholarship

This merit-based scholarship is available to students with outstanding academic achievement. A 3.5 minimum GPA is required.

### Diversity Scholarship

ACM's Diversity Scholarship recognizes the academic achievement and potential of students who, through sharing their varied cultural perspectives, will enhance the education of all ACM students and the excellence of The American College of the Mediterranean. This scholarship

is open to students who have been traditionally under-represented in degree programs. This group includes, but is not limited to, students identifying by a certain race, ethnicity, religion, gender identity, disability, age, national origin or ancestry, ethnic origin, or veteran status. It would also include first generation college students, students from low-income families, and students with a history of overcoming adversity. Selected recipients receive up to \$4,000 per academic year.

## Grants for Graduate Students

### Alumni Grant

The American College of the Mediterranean welcomes and encourages alumni of either IAU or ACM to return to ACM. Alumni who enroll in an ACM program are eligible to receive a \$1,000 grant per semester.

### Need-Based Institutional Grant

Need-based institutional grants are considered for students who demonstrate high financial need and/or financial distress. These grants can range from \$1,000 or more per academic year. For more information about need-based grants, please contact ACM at [admissions@acmfrance.org](mailto:admissions@acmfrance.org).

## Private Student Loans Through Sallie Mae

While ACM is under review for regional accreditation by the New England Commission on Higher Education (NECHE), one of its longest-standing university partners, Northern Illinois University (NIU), has generously agreed to serve as ACM's School of Record, providing course-by-course equivalencies and accredited transcripts to ACM students as needed. Because of this, students who enroll as *Students at Large* (non-degree-seeking students) with NIU are eligible to apply for private student loans through Sallie Mae that can be used towards their ACM program tuition and fees. Please visit the [Transcripts & Schools of Record](#) page for more detail.

## Third-Party Scholarships

ACM encourages students to apply for Third-Party Scholarships in addition to ACM Scholarships. Some scholarship search engines include:

- FastWeb
- Scholarships.com
- Chegg

## Work-Study

### Work-Study Opportunities for Undergraduate Students

ACM's Work-Study program was created to financially assist the maximum number of students possible. With nearly 60 years of experience mentoring students and expanding their global awareness, ACM is convinced that the highest benefit comes from host family living.

In exchange for 10-12 hours of work per week, students will receive the following amounts per semester towards their homestay costs, depending on their homestay arrangement. A demi-pension homestay includes lodging, daily breakfasts, and six dinners per week. A semi-independent homestay includes lodging only, and students are responsible for all meals. Students who choose to forego ACM's homestay options and live independently are not eligible for ACM's work-study option.

#### 2018-2019

- Demi-Pension Homestay: \$1,800 in work-study per semester towards housing costs of \$4,130
- Semi-Independent Homestay: \$1,350 in work-study funds towards housing costs of \$3,195

#### 2019-2020

- Demi-Pension Homestay: \$1,800 in work-study per semester towards housing costs of \$4,630
- Semi-Independent Homestay: \$1,350 in work-study funds towards housing costs of \$3,595

Eligible students will decide on their duties together with faculty, staff and students to fulfill various tasks throughout their term including:

- IT assistance for the ACM computer labs
- Event preparations (orientation, receptions, lecture series, etc.)

- Study tour and field studies support
- Social media correspondent for the ACM US Office
- Clerical duties as needed by the on-site staff (copying, printing, filing, etc.)

*Please Note: Students awarded work-study must be approved by their advisor to continue in the program for subsequent semesters.*

## Work-Study Opportunities for Graduate Students

ACM's Work-Study program was created to financially assist the maximum number of students possible. In recognition of the varying needs of its students, ACM provides the option to apply for any one of the following tiers.\*

**Tier 1 (Available only to students participating in a homestay):** In exchange for 15 hours of work per week, students will receive \$3,500 per semester toward homestay costs, which include lodging, daily breakfasts, and six dinners per week (usually totaling \$4,130 per semester).

**Tier 2:** In exchange for 12 hours of work per week, students will receive \$2,500 per semester that can be applied toward either homestay or tuition costs.

**Tier 3:** In exchange for 10 hours of work per week, students will receive \$1,500 per semester that can be applied toward either homestay or tuition costs.

*\*Students interested in moving down a tier may do so after completion of their first semester. Those with Tier 1 work-study who choose to live independently their second semester will automatically move to Tier 2 or Tier 3, depending on preference and availability.*

*Please Note: Students awarded work-study must be approved by their advisor to continue in the program for the second semester.*

## Marchutz Alumni Internship Grant

Alumni of the Marchutz School of Fine Arts who apply for the MFA are eligible to receive a Marchutz Alumni Internship Grant during their time in the MFA program.

This internship involves around 10 hours of work per week specific to the needs of the Marchutz School. The internship program creates a special opportunity for returning alumni to work at the Marchutz School as artists, assistants, and apprentices, enriching the entire Marchutz curriculum with their focus and experience. Internship grant recipients pursue their own graduate-level practice alongside current undergraduate students, creating an atmosphere of youthful enthusiasm for painting and the study of art. They train as future art educators and administrators through observation of faculty members as they engage with students and assist in studio management and communications. Marchutz Internship Grant recipients receive a stipend toward their tuition costs.

## Application Requirements

To apply for scholarships and grants, students must complete the online application, including personal essay and statement, if applicable, at:

[www.tinyurl.com/acmscholarshipapplication](http://www.tinyurl.com/acmscholarshipapplication).

**Essay Prompt:** Applicants should provide a brief essay (400 words maximum) on why they should be considered for an ACM scholarship. They need to include their academic objectives as well as how studying in Aix-en-Provence will impact their future career. If applying for the Diversity Scholarship, a component of the essay must address this.

**Personal Statement Prompt:** ACM asks that a brief (300-500 words) statement be provided explaining why the applicant believes he/she should be considered for need-based financial assistance. Any information about the current financial situation that may shed light on the applicant's level of need should be noted.

# Satisfactory Academic Progress

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## General Requirements

Students are required to make satisfactory progress toward their degree. Satisfactory progress standards apply to all students regardless of enrollment status (full-time or part-time). Students are evaluated at the end of every semester.

Students are considered in good standing if they have at least a 2.0 cumulative grade point average (CGPA). The percentage of credit hours successfully completed versus the hours attempted (pace) must be at least 67%. Accountability starts with the student's entry date at the college and progress is assessed on a cumulative basis.

## Treatment of Various Grades

All withdrawals, incompletes, and repetitions are taken into consideration when determining SAP (Satisfactory Academic Progress). Incompletes and withdrawals are not considered as credits completed, but do count as credits attempted. For repeated coursework, the higher grade will count toward the CGPA, but all course attempts are counted toward the pace measure. Transfer credits are counted as both credits attempted and credits earned, but do not affect the CGPA.

## Failure to Meet SAP Standards

Students who do not meet the required SAP standards will be placed on a **Warning** status. Students that are still below standards at the end of the semester on Warning status will be placed on **Probation**.

Students who do not meet the required SAP standards at the end of the probation period will be withdrawn from the program. A student may appeal the withdrawal status by following the appeal and reinstatement policy below.

## Maximum Timeframe

All students must complete their program within 150% of the normal program length, as measured in semester credit hours. Students who change programs or majors can address this issue in the appeal process.

## Appeal and Reinstatement

Students with mitigating circumstances wishing to appeal their withdrawal may do so, in writing, to the Dean's Office. Mitigating circumstances may include but are not limited to illness or injury of the student or immediate family member; death of a relative; or other special circumstance. The Dean will evaluate the appeal and determine whether the student may be allowed to continue to on **Secondary Probation** with an **Academic Plan**.

The student's appeal must address the following:

- 1) The basis for the appeal—a description of the special circumstance AND
- 2) The reason why the student failed to meet the SAP standard(s) AND
- 3) What has changed in the student's situation so that he or she will now be able meet the SAP standards.

Students are encouraged to submit supporting documentation with their appeals. Students will generally be limited to two appeals during the course of their education at the college, regardless of the reason or other circumstance.

## Probation and Academic Plan

If an appeal is granted the student will have an Academic Plan created. A student on secondary probation is required to regain SAP standing by the end of the probationary semester; the terms of the probation will be included in the notice sent to the student when the appeal is granted.

If a student cannot regain SAP standing by the end of one semester, the student may be placed on continued Academic Plan status.

The terms of the Academic Plan will be included in the notice sent to the student when the appeal is granted, and will generally include 100% completion (no Ws, INC or NC grades) and a minimum semester GPA. The Academic Plan is structured to assist the student in regaining SAP status by a projected point in time not to exceed the Maximum Timeframe.

Student progress will be reviewed every semester while on the Academic Plan status; if a student fails to meet the requirements of the Academic Plan, he or she will be withdrawn from the program. If a student continues to meet the terms of the Academic Plan he or she remains eligible to participate in the program until SAP status is regained.

### **Reinstatement of SAP Status**

A student has his SAP status reinstated when he once again meets the SAP requirements. For example, at the end of the Warning semester, a student who once again meets the SAP standards has regained SAP status.

# Academic Policies

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Enrollment at ACM requires adherence to its standards of academic integrity and behavior. Students are expected to approach their academic work with dedication and integrity, understanding that they are responsible for enhancing their own learning through personal effort. They also agree to be fully prepared for each class session and not to engage in any of the Prohibited Academic Actions listed below. Students should note that this list is not exhaustive and merely represents a sampling of unacceptable offenses. Violation of these or any other acts that are deemed unsuitable and which reflect poorly on a student, classmates, and/or ACM, is grounds for dismissal from the program without refund.

## Registration

Upon acceptance to ACM and receipt of the \$1,000 deposit, ACM's advisors will review student course selections and complete their course registration. Questions regarding course enrollment can be directed to [admissions@ACMFrance.org](mailto:admissions@ACMFrance.org).

## Transcripts

At the end of each semester, ACM students will be emailed an unofficial transcript. Students may also order a grade report (necessary for some employment reimbursements or other purposes) by emailing the ACM Registrar at [registrar@ACMFrance.org](mailto:registrar@ACMFrance.org). This request generates a hard copy grade report – that does not bear a signature nor ACM seal - that may be either picked up at the Registrar's Office in person or mailed to a specified address. Semester term grade reports may be ordered within one academic year of the time of the semester. Individual semester grade reports more than one-year old are not available. In those cases, the student must order a transcript.

The transcript is the official record of the academic performance of the student at ACM. Students may acquire either an unofficial transcript or an official university transcript. Either may be requested at ACM's Transcript Request page at:

[www.acmfrance.org/alumni/transcript](http://www.acmfrance.org/alumni/transcript).

Official Transcripts may be mailed directly to the student or to the institution of the student's choice (address required), or may be ordered for pick-up in the Registrar's Office. The first official transcript is free for current students. Veterans and active military are not charged for transcripts. Alumni and Former ACM students may use the same site to order Official Transcripts. Note that transcript requests for non-current students are charged \$10 per transcript.

## Unit and Grade Point Requirements

### General Requirements

Students are required to make satisfactory progress toward their degree each term. Satisfactory progress standards apply to all students regardless of enrollment status (full-time or part-time). Students are evaluated at the end of every semester.

Students are considered in good standing if they have at least a 2.0 cumulative grade point average (CGPA). The percentage of credit hours successfully completed versus the hours attempted (pace) must be at least 67%. Accountability starts with the student's entry date at ACM and progress is assessed on a cumulative basis.

### Course Load

In the fall and spring semesters, students are expected to carry a normal academic load of at least 15 credit hours (5 courses). The normal summer course-load is six credits (two courses). A student wishing to carry a heavier or

lighter load must first have written approval from the Program Dean.

## Credit and Grading System

### Credits

ACM awards semester credits based on contact hours. Typically, the number of hours of class meetings per week over a 13-week semester determines the credit awarded per class. Short-term traveling seminars may vary as much of the instruction is done in the field. However, ACM's standard is 3 semester credits for 39 contact hours (4 semester credits for 52 contact hours, etc.). The studio arts classes adhere to a different standard in which 6 contact hours per week would correspond to 3 semester credits.

### Drop/Add

Students may change their course selection in consultation with the Dean by the end of the sixth day of classes in the fall and spring semesters and by the end of the third day of classes in the summer.

### Pass/Fail

Students who are taking 15 credit hours on a graded basis may elect to take one course on a pass/fail basis. The choice must be declared no later than the end of the drop/add period and may not be changed after that date. For purposes of pass/fail grading, "pass" is considered a grade of C- or above. Students electing a pass/fail grade must have approval of the Dean.

### Withdrawal Pass/Fail

From the end of the drop/add period to the end of the eighth week of classes, (end of the third week in the summer session), a student may withdraw from a course with the consent of the Dean. Students who withdraw will receive a notation of WP (Withdraw Passing – if they

were achieving a grade of at least C-) or WF (Withdrawal Failing) on their transcript.

### Auditing

A student may audit a class, in addition to his/her normal class load, with the permission of the Dean, and the professor, and on condition that he/she attend the course on a regular basis throughout the semester. No grades may be awarded for audited courses. However, notation of the audit may be entered on the student's transcript. Such a choice must be declared no later than the drop/add period and may not be changed after that date.

### Incompletes

A professor may grant or deny a student's request for an incomplete grade, and must inform the Dean in writing of his/her decision. The Dean may approve or refuse the professor's recommendation. The last day for a student to request an incomplete ("I") grade for a course is no later than the last day of regularly-scheduled classes. Normally, an incomplete ("I") grade should only be granted for extraordinary extenuating circumstances (such as illness or family emergency). Simple failure to complete assigned work in a timely fashion does not justify the granting of an incomplete ("I") grade. Course work must be completed satisfactorily within the regular semester immediately following the semester in which the incomplete ("I") grade was granted, or the course grade will become a permanent grade of "F."

### Grading Policies

Grades are assigned by the professor of the course. No grade may be changed except for reasons of material or clerical error. If a student with a grade of "D" or "F" in a course enrolls at ACM in a subsequent semester, he/she may retake the course once in order to improve his/her grade and obtain credit for the course. The original grade "D" or "F" remains on the student's transcript.

## Evaluation

Student evaluations will be based on the following:

- Assignments and Projects
- Midterm Exams
- Final Exam
- Class Participation and Attendance

## Grading Scale

U.S.	ACM	FRENCH EQUIVALENT
100-95	A+	19-20/20
95-90	A	17-18/20
89-87	A-	16/20
86-84	B+	15/20
83-80	B	14/20
79-77	B-	13/20
76-74	C+	12/20
73-70	C	11/20
69-67	C-	10/20
66-64	D+	9/20
63-60	D	8/20
59	F	0-7/20

## Grade Dispute Policy

ACM expects that most grievances regarding grades will be resolved informally between the professor and the student. If such informal discussions do not satisfy the student, the student wishing to dispute a final course grade must write and sign a petition addressed to the Dean requesting a grade review. If the professor in

question is the Dean, the matter will automatically be referred to the President of ACM. The student shall have six weeks, calculated from the date of the submission of the final course grade, to initiate this formal procedure. The Dean (or President) will ask the professor concerned to review the disputed grade and explain the rationale for his/her judgment. The Dean (or President) may request to review the student's work, and, at his/her discretion, can invite other professors with appropriate expertise for advice. The President makes the final decision.

## Attendance

Regular class attendance is expected of all students. Class attendance is a factor in the final assessment of a student's academic performance. A student with what the professor or Dean considers excessive absences may be dismissed from ACM. ACM professors are empowered to impose academic sanctions (including a lowered grade or even failure) upon students for unexcused absences, frequent tardiness, work submitted late, or any other actions or behaviors which violate ACM's academic standards and policies.

## Student Re-enrollment

A former student requesting to re-enter a program previously withdrawn from should do so in writing. Supporting documentation and/or information should be providing regarding the mitigating circumstances that caused the withdrawal, along with the change in circumstances that will allow the student to successful complete the program. A reinstatement committee shall notify the former student of the re-entry review decision within 30 days following the decision. The decision of the committee is final.

## Leave of Absence Policy

Undergraduate students withdrawing or taking a Leave of Absence (LOA) from The American College of the Mediterranean during a semester, or for a future semester, must file an Undergraduate Student Withdrawal/Leave of Absence Form with the Dean, Dr. Leigh Smith. A leave of

absence is a temporary break in a student's attendance during which s/he is considered to be continuously enrolled.

A student must request the leave of absence in writing in advance of the beginning date of the leave of absence, unless unforeseen circumstances prevent the student from doing so. If a student does not request a leave of absence within the timeframe of the maximum allowed absence he or she will be withdrawn from the program.

A leave of absence is limited to 180 calendar days in any 12-month period or one-half the published program length, whichever is shorter. Multiple leaves of absence may be permitted provided the total of the leaves does not exceed this limit.

If the leave of absence is approved the student must sign and date the leave of absence request and specify a reason for the leave. The reason must be specified in order for the institution to have a reasonable expectation of the student's return within the timeframe of the leave of absence as requested. The student will be withdrawn from the program if s/he does not return on the date notified to return.

The student must attest to understanding the procedures and implications for returning or failing to return to his/her course of study.

Any portion of tuition and fees that has not been utilized at the time the LOA occurs will be forwarded/applied to the term in which the student returns. The student will not be assessed any additional charges as a result of the leave of absence.

An approved leave of absence may be extended for an additional period of time provided that the extension request meets all of the above requirements, and the total length of the leave of absence does not exceed the specified limit.

## Program or Course Cancellation

If a program or course is cancelled by the college due to the program start date being cancelled or a course being cancelled, the student will receive a refund of all money he/she paid.

## Student Records

Student records will be maintained on site at the administrative site for five years from the last date of attendance. Transcripts are maintained permanently.

## Transcripts

At the end of each semester, ACM students will be emailed an unofficial transcript. Students may also order a grade report (necessary for some employment reimbursements or other purposes) by emailing the ACM Registrar at [registrar@acmfrance.org](mailto:registrar@acmfrance.org). This request generates a hard copy grade report – that does not bear a signature nor ACM seal - that may be either picked up at the Registrar's Office in person or mailed to a specified address. Semester Term Grade reports may be ordered within one academic year of the time of the semester. Individual semester grade reports more than one-year old are not available. In those cases, the student must order a transcript.

## Ordering Transcripts

The transcript is the official record of the academic performance of the student at ACM. Students may acquire either an unofficial transcript (which may be used to informally see classwork or grades) or an official university transcript, which is the official document recording the student's academic record at the university. Either may be requested at ACM's [Transcript Request](#) page.

Official Transcripts may be mailed directly to the student or to the institution of the student's choice (address required), or may be ordered for pick-up in the Registrar's Office. The first official transcript is free for current students. Veterans and active military are not charged for transcripts. Alumni and Former ACM students may use the same site to order Official Transcripts. Note that transcript requests for non-current students are charged \$10 per transcript.

## **Prohibited Academic Actions**

### **Plagiarism**

Submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source.

### **Cheating**

Using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one's work and submitting that work under one's own name; submitting identical or similar papers (or major parts of papers) for credit in more than one course (or more than once in a single course) without prior permission from the course professors. Persons who assist cheating by sharing their work are also guilty of cheating.

### **Fabrication**

Falsifying or inventing any information, data, or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data, and failing to include an accurate account of the method by which the data were gathered or collected.

### **Obtaining an Unfair Advantage**

(a) Stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the professor; (b) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (c) collaborating in an unauthorized manner on an academic assignment; (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the professor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work; (f) otherwise undertaking activity with the purpose of

creating or obtaining an unfair academic advantage over other students.

### **Falsification of Records and Official Documents**

Altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade, report, letter of permission, petition, drop/add form, ID card, or any other official document.

### **Unauthorized Access to Computerized Academic or Administrative Records or Systems**

Viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

## **Behavioral Policies**

### **Misconduct Review Procedure**

The policy of ACM regarding academic misconduct is one of zero tolerance. In a case of suspected misconduct, the following procedure applies: If the case comes to light before the end of the semester, the Program Dean and the professor will convene the student to ask him/her to explain the incident. If the student has already returned to the U.S. when the suspected misconduct is discovered, the Dean will contact the student by telephone or e-mail to request an explanation and will confer with the professor about the information offered by the student. The Dean and the professor will rule on the guilt or innocence of the student and establish the penalty in case of guilt. Depending upon the seriousness of the offense, penalties may cover the following range: re-doing the given assignment or test for a new grade; a grade of "F" on the given assignment or test; a grade of "F" for the course; or expulsion from ACM. Within two weeks, the President

will inform the student in writing of the decision and any applicable penalties. In case of a guilty ruling, the student is also informed of the following appeals procedure.

In case of appeal, the President will appoint an appeals panel composed of one administrative representative, one faculty member (not the professor of the course) and, if possible, one student. The panel will gather evidence and rule as to the guilt/innocence and as to any applicable penalties within a reasonable period of time. The panel will inform the student of its ruling in writing, with a copy to the President and to the student's home institution.

## Sexual Harassment and Discrimination

ACM is firmly committed to intellectual honesty, freedom of inquiry and expression, and respect for the dignity of each individual. Acts of discrimination or intimidation are inconsistent with this commitment and will not be tolerated. Prohibited acts include harassment and intimidation motivated by discriminatory intent based on race, national origin, sex, handicap or disability, age, sexual orientation, gender identity, religion, ancestry, belief, or genetic information. Any such harassment or intimidation of or by a student or host family should be referred to the Dean of Student Affairs. Similarly, acts of sexual harassment will not be tolerated. ACM students will receive sexual and cultural training as part of their orientation.

## Incidence Response

ACM is committed to maintaining a safe and healthy educational and work environment in which all members of the ACM community are supported by any and all Institutional resources in responding to any acts of violence and/or assault. ACM has no tolerance for any acts of violence, sexual or otherwise, either within the educational community or as a consequence of altercations involving members of the ACM community, whether linked with ACM programs and activities or not. Swift action and response will follow should the Dean be alerted of ACM community members' having been victims or assailants in any assault or physical altercation. Upon

reception of complaints regarding any violence or assault either within ACM facilities, ACM host families, or elsewhere in the region, the Dean's office will determine, in counsel with the ACM Wellness Director, whether said victim or assailant should be interviewed directly by the Dean. Otherwise, the Wellness Director, as a professional counselor, will conduct the interview, writing a report of the information gathered and submitting to the Dean. Simultaneously, if warranted, the Dean's Office will contact local authorities to report the incident to ensure that altercations are handled within the legal framework of local sanctions. If the student is a minor, parents will also be notified. If the student is 18 years or older, the ACM Dean's Office will notify the parents only with the student's consent.

## Acceptable Standards of Behavior

Students enrolled at ACM are expected to act in a respectful and courteous manner towards classmates, host families, ACM faculty members and staff, community members, and local authorities. Because it is very important to stay safe in a study abroad experience, students must be active participants in the matter of their own safety and health. Behavior that risks one's own welfare or the welfare of others will not be tolerated. Any questions about proper conduct while in France may be addressed to ACM staff. ACM reserves the right to dismiss students without refund because of acts which violate these principles.

## Alcohol and Drug Policy

Binge drinking - generally referred to in the U.S. as having 5 or more drinks (men) or 4 or more drinks (women) on one occasion - and drinking to get drunk are considered culturally inappropriate in Europe. Alcohol may be consumed, within reasonable limits, by students who are of legal age in France. Students who choose to consume alcohol do so with the knowledge that they remain responsible for their actions at all times and are expected to drink responsibly and refrain from putting themselves or other students in danger. The policy at ACM states that excessive and irresponsible drinking (as reported by

faculty and administration, homestay hosts or other students) leading to intoxication and behavior that interferes with the program or the rights of others, is subject to the following consequences:

**First offense:**

- Student is called to meet with the Dean of ACM to discuss the reported incident and review the contracted, expected and acceptable behaviors during the time enrolled at ACM.
- Student receives a warning to change the direction of his or her behavior.

**Second offense:**

- Student is called to meet with the Dean of ACM to discuss the reported second incident.
- Student will be referred to the Wellness Director for assessment and recommendations (recommendations to be sent to the Dean for inclusion with the letter of warning).

**Third offense:**

- Student is called in to meet with the Dean of ACM to assess the third and final incident and make arrangements for immediate dismissal from the program with no refund or credit.

Students are prohibited from selling, using, or possessing any drug considered by host country law to be illicit or illegal. Students are cautioned that the possession of drugs is often dealt with harshly by host country law enforcement. ACM policy regarding possession or use of illegal drugs is one of zero tolerance.

NOTE: Any drug infraction will be considered a grave violation of ACM policy and will result in immediate dismissal from the program without refund or credit. Furthermore, ACM reserves the right to notify students' parents or legal guardians should any student's alcohol consumption be deemed excessive and ultimately dangerous to the student's health and well-being.

## Policy on Academic Integrity

### 9.2 Academic Integrity: School of Humanities and Social Sciences, Marchutz School of Fine Arts, School of Business and International Relations, Centre for French Studies.

The American College of the Mediterranean is an academic institution, an instrument of learning. As such, the College is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Academic dishonesty is an affront to the integrity of scholarship at the school and a threat to the quality of learning.

To maintain its credibility and uphold its reputation the College procedures to deal with academic dishonesty should be uniform and understood by all. This document outlines the College sanctions against cheating and the procedures by which they are implemented.

#### **I. Academic Dishonesty**

An act of academic dishonesty may be either a serious violation or an infraction. The instructor or supervisor of the academic exercise will have responsibility for determining that an act is an infraction or may be a serious violation. Serious violations are the following acts:

(a) Examination Behavior. Any intentional giving or use of external assistance during an examination shall be considered a serious violation if knowingly done without express permission of the instructor giving the examination.

(b) Fabrication. Any intentional falsification or invention of data, citation, or other authority in an academic exercise shall be considered a serious violation, unless the fact of falsification or invention is disclosed at the time and place it is made.

(c) Unauthorized Collaboration. If the supervisor of an academic exercise has stated that collaboration is not permitted, intentional collaboration between one engaged

in the exercise and another shall be considered a serious violation by the one engaged in the exercise, and by the other if the other knows of the rule against collaboration.

(d) Plagiarism. Any intentional passing off of another's ideas, words, or work as one's own shall be considered a serious violation.

(e) Misappropriation of Resource Materials. Any intentional and unauthorized taking or concealment of course or library materials shall be considered a serious violation if the purpose of the taking or concealment is to obtain exclusive use, or to deprive others of use, of such materials.

(f) Unauthorized Access. Any unauthorized access of an instructor's files or computer account shall be considered a serious violation.

(g) Serious Violations Defined by Instructor. Any other intentional violation of rules or policies established in writing by a course instructor or supervisor of an academic exercise is a serious violation in that course or exercise.

Infractions are the following acts:

(a) Any unintentional act is an infraction that, if it were intentional, would be a serious violation.

(b) Any violation of the rules or policies established for a course or academic exercise by the course instructor or supervisor of the academic exercise is an infraction in that course or exercise if such a violation would not constitute a serious violation.

#### **II. Academic Dishonesty: Sanctions and Procedures**

Academic dishonesty, and allegations of academic dishonesty, are matters of college-wide concern in the same way that academic integrity is a matter of College-wide concern. Students bear the responsibility not only for their own academic integrity but also for bringing instances of suspected academic dishonesty to the attention of the proper authorities. Members of the faculty are obligated,

not only to the college but also to the students they supervise, to deal fully and fairly with instances and allegations of academic dishonesty.

The College administration bears the responsibility of dealing fairly and impartially with instances and allegations of academic dishonesty. Academic honesty begins in the course or classroom. For this reason the responsibility to insure academic honesty, and to initiate action with respect to suspected academic dishonesty, likewise begins in the course or classroom. If the instructor of a course or supervisor of an academic exercise appears to be unable or unwilling to assure the academic integrity of the course or exercise, then those engaged in the course or exercise should bring the situation to the attention of the instructor's or supervisor's department chair or dean.

The following sanctions and procedures will be followed with respect to instances and allegations of academic dishonesty:

**1. Initiation of Procedures** - The instructor or supervisor has the initial responsibility for determining whether a person has engaged in academic dishonesty in a course or academic exercise. Therefore, information concerning possible academic dishonesty in a course or academic exercise should be brought to the attention of its instructor or supervisor. If the instructor or supervisor is unavailable, then information concerning possible academic dishonesty should be brought to the attention of the appropriate department head or dean, who will then assume the role of the instructor or supervisor in the procedures that follow.

a. When information of an act of academic dishonesty comes to his or her attention, the instructor or supervisor must undertake an investigation of the information or allegation in a manner that is reasonable under the circumstances.

b. Unless it clearly appears that there has been no dishonesty, the instructor or supervisor must contact the person who may have engaged in the dishonest act and give that person the opportunity to deny or to explain the events with respect to which allegations of dishonesty have been made. (If the person in question is not able to be

contacted or fails to respond, then the instructor or supervisor will notify the dean who will attempt to contact the person on behalf of the instructor or supervisor.)

c. After investigation and reasonable efforts to discuss the matter with the affected person, the instructor or supervisor must determine whether (a) no act of academic dishonesty has occurred, (b) an infraction has occurred, or (c) a serious violation probably has occurred.

d. The instructor or supervisor must prepare a written record of the investigation and summary of discussions with the affected person, if any, together with his or her determination made in accordance with paragraph (3) above. A copy of this record, together with any penalty imposed upon the person by the instructor or supervisor with respect to the course or academic exercise, must be made available to the affected person.

**2. Sanctions Regarding Course or Exercise** - Procedures Regarding Infractions. Unless the instructor or supervisor has erred in his or her determination that the affected person has engaged in an act of academic dishonesty, the instructor's or supervisor's imposition of penalty with respect to the course or academic exercise is final and unreviewable.

a. The instructor or supervisor of a course or academic exercise may impose a penalty for dishonesty with respect to the course or academic exercise, regardless whether the affected person has engaged in an infraction or likely serious violation.

b. Penalties imposed by the instructor or supervisor with respect to a course or academic exercise may include: reduction in grade of the affected person in the course or exercise; the requirement that the affected person withdraw from the course or exercise; the requirement that all or part of the course or exercise be retaken; the requirement that the person engage in additional work in connection with the course or exercise.

c. One who has been determined by the instructor or supervisor to have committed an infraction may appeal the determination of infraction, but may not appeal the

sanction imposed by the instructor or supervisor unless the determination of infraction is successfully appealed, in accordance with "Administrative Procedures" discussed below. Any such appeal must be initiated with 15 days after the notification of the determination of infraction.

**3. Hearing Committee** - Each allegation of serious violation, and each appeal from the determination of an infraction, will be heard by a Hearing Committee.

a. The Hearing Committee will be composed of five members of the college community, as follows:

(1) The dean, associate dean, or acting dean of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;

(2) A member of the full-time faculty of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;

(3) Two students of the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred;

(4) One member of the full-time faculty from schools or colleges other than the school or college with jurisdiction over the course or exercise in which the act of academic dishonesty is alleged to have occurred.

b. The deans of each school or center covered by this guide, shortly after commencement of each academic year, will appoint two members of the full-time faculty and two students of that school or college to serve on Hearing Committees, with respect to allegations of academic dishonesty either in that school or center or in other schools or centers. In making these appointments, the dean may rely on recommendations made by the faculty or general student organization of that school or college.

c. No dean, faculty member, or student who has a conflict of interest with respect to the subject matter of the hearing may participate as a member of the Hearing Committee.

One who, having a conflict of interest, is appointed to serve on a Hearing Committee must disqualify himself or herself, after which the dean will appoint another member of the same category as the disqualified member [see section II.3.a above] to serve on the Hearing Committee as an ad hoc member.

**4. Administrative Procedures** - The following procedures apply when (a) an instructor or supervisor has determined that a serious violation probably has occurred [section II.1.c(3) above]; or (b) one appeals from an instructor's or supervisor's determination of infraction [section II.2.c above].

a. Administrative procedures commence upon filing written notice of their invocation with the dean of the school or college in which the course or academic exercise was given.

b. Upon request of the dean, the instructor or supervisor must promptly transmit to the dean a copy of the written record in accordance with section II.1.d above.

c. Upon receipt of the written record, the dean will convene a Hearing Committee to hear the matter.

d. The Hearing Committee, as soon as is practicable after reviewing the record prepared by the instructor or supervisor, and after consultation (or attempted consultation) with the instructor or supervisor who has determined an infraction or alleged serious violation and with the person who is accused of having engaged in the dishonest act, will:

(1) establish the procedures that are to be applied with respect to the hearing to be held, and communicate those procedures to the affected persons;

(2) establish the date, place and time at which a hearing before the Hearing Committee will be held or, if the hearing is to be by written presentations only, the date and place by which written presentations are to be submitted to the Hearing Committee;

(3) hold a hearing and determine whether the serious violation or infraction in fact occurred; and

(4) in the event a serious violation has occurred as alleged by the instructor or supervisor, determine the appropriate sanction.

e. The hearing held before the Hearing Committee, and the deliberations of the Hearing Committee, will be closed to the public, except that the Hearing Committee has discretion to hold a public hearing at the request of the person who has been accused of having engaged in the dishonest act.

f. If the Hearing Committee determines that a serious violation has occurred, it must determine the sanction to be imposed. A sanction may be

(1) expulsion from the college;

(2) suspension from the college or any or all of college rights and privileges, for a period up to one academic year, except that any such suspension may not have the effect of determining the grade received in any course;

(3) letter of censure;

(4) the requirement that additional courses or credits be taken as a prerequisite to graduation from the college;

(5) in the event of (2), (3), or (4), imposition of a period of probation on such conditions as the Hearing Committee considers to be appropriate.

g. If a Hearing Committee determines that no serious violation or infraction has in fact occurred, it will remand the matter to the instructor or supervisor who determined the infraction or probability of serious violation with a request that the instructor or supervisor take further action with respect to the course or exercise that is consistent with the Hearing Committee's determination.

h. The Hearing Committee must prepare a written record of the proceedings, including a summary of the procedures for hearing that it has established, a summary of the

information submitted to it by interested persons, and its decision in accordance with sections II.4.a(3) and (4) above, together with any dissenting opinions and any other material the Hearing Committee deems appropriate to include.

i. A copy of this record, together with any sanction imposed upon the person by the Hearing Committee, must be made available to (a) the affected person, (b) the affected instructor or supervisor, (c) the dean of the school or center with jurisdiction over the course or academic exercise involved, and (d) the Dean and President of the College.

j. In the event the Hearing Committee determines that expulsion is the appropriate sanction, or in the event of two dissenting votes on the Hearing Committee, the person who is adversely affected by the Hearing Committee's decision may appeal that decision to the President, who may finally determine the matter in the exercise of sound discretion.

## Cancellation and Refund Policy

If for any reason an applicant is not accepted by the school, the applicant is entitled to a refund of all monies paid, less the program application fee of \$85 for study abroad programs and \$120 for degree programs.

### Cancellation and Refund Before the Commencement of Classes:

An applicant who provides written notice of cancellation prior to the commencement of classes is entitled to a refund of all monies paid, less the program application fee and \$1,000 enrollment deposit. The refund (less the program application fee and \$1,000 enrollment deposit), will be given to the student within 30 days of receiving the notice of cancellation.

\*\*All references herein to a 100% refund are less the program application fee and enrollment deposit.

### Cancellation and Refund After the Commencement of Classes:

1. Procedure for withdrawal/withdrawal date:
  - A. A student choosing to withdraw from the school after the commencement of classes is to provide written notice to the Director of the school. The notice is to indicate the expected last date of attendance and be signed and dated by the student.
  - B. For a student who is on authorized Leave of Absence, the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.
  - C. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 consecutive class days.
  - D. All refunds will be issued within 30 days of the determination of the withdrawal date.
2. Tuition charges/refunds:
  - A. Before the beginning of classes, the student is entitled to a refund of 100% of the tuition,

- E. After the commencement of classes, the tuition refund amount shall be determined as follows:

*A student, who withdraws, may receive a full or partial refund for tuition and fees according to the following schedule of charges computed from the first official day of the academic term:*

- Days 1-2 – 100% refund
- Day 3 and beyond - the calculation is based on the charges for the period of enrollment completed. The percentage is computed by dividing the total number of calendar days remaining in the term into the total number of calendar days in the term, as of the date of student withdrawal. If the withdrawal occurs after more than 50% of the term is completed, no refund is given. (The three-term average is used for the total calendar days in the term.)

<b>% of the semester hours attempted:</b>	<b>Tuition refund amount:</b>
10% or less	90%
More than 10% and less than or equal to 20%	80%
More than 20% and less than or equal to 30%	70%
More than 30% and less than or equal to 40%	60%
More than 40% and less than or equal to 50%	50%
More than 50%	No refund is required

**Textbooks and Fees:** Textbooks which are returned in a re-useable condition may be returned for a refund. Textbooks and fees are refunded on a pro-rata basis and will mirror the tuition refund.

**Refunds** will be issued within 30 days of the date of student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning

from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.

## **Student Grievance Procedure**

When a concern occurs, the student is asked to discuss the concern directly with his/her faculty member or The American College of the Mediterranean representative the concern is with. If a resolution cannot be reached, the student should document the concern in writing and make an appointment to speak with The American College of the Mediterranean's College Dean, Dr. Leigh Smith. The formal written concern must state the issue and desired outcome, and should include any documentation that supports the concern. The Dean will review the written statement and any supporting documentation, gather facts, and conduct interviews, as applicable, to provide a written response to the student within fourteen (14) business days. The Dean's decision is final.

For grievances related to recruitment matters only, if the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, phone # 602-542-5709, website address: [www.azppse.gov](http://www.azppse.gov).

# Undergraduate Degree Programs

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## Majors:

- Art History
- Business Administration
- Communication Studies
- French Studies
- History
- International Business
- International Relations
- Management
- Marketing
- Mediterranean Studies
- Painting
- Political Science
- Psychology
- Self-Designed Field of Study
- Visual Arts
- Wine Studies

## Minors:

- Art History
- Business Administration
- Communication Studies
- Environmental Science
- French Studies
- History
- Hospitality Management
- International Business
- International Relations
- Liberal Studies
- Mediterranean Studies
- Peace & Conflict Studies
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Visual Arts
- Wine Studies

## Majors & Minors

The majors and minors at The American College of the Mediterranean reflect the site-specificity of our campus in Southern France and the Mediterranean, and build upon ACM's academic tradition as a leader in international education. ACM offers fifteen different bachelor's programs, as well as the option to self-design a field of study from a wide range of course offerings. ACM's flexible and individualized curriculum allows students to design their own major, in conversation with their academic advisor, to fit individual academic interests.

## Core Curriculum

In order to complete a bachelor's degree at The American College of the Mediterranean, regardless of major or program of study, students must complete the requirements outlined in the General Education Core Curriculum. The Core Curriculum aligns with the mission of ACM, which is to provide excellence in international education, inspire intercultural awareness, and prepare students for success in a global community through the study of European and Mediterranean history, languages, cultures, and contemporary issues. Core courses are in the academic areas considered by ACM faculty to be necessary for a well-rounded liberal arts education. The purpose of these courses is to provide students with a chance to explore diverse subject matter, to think critically through a variety of lenses and viewpoints, to make connections across disciplines, and to become informed and thoughtful global citizens. 54-56 units of students' total 124 units of undergraduate study will be Core Courses. Certain classes in the student's major area of study may also count toward Core Requirements on a case-by-case basis.

## Field Studies

Field experience is woven throughout all courses at ACM, giving students the ability to make real-world connections, to immerse themselves in the French and surrounding Mediterranean Basin culture, and to learn outside the classroom.

## Social Issues in the Global Community

As part of its mission, ACM strives to create global ethical leaders and policy makers in an increasingly interconnected global community. The site-specificity of ACM allows students to engage in classroom discussions on European, French, Mediterranean, and North African topics facilitated by accomplished and well-traveled faculty. As a part of ACM's 'Social Issues Across the Curriculum' initiative, students and faculty weave topics related to race, class, and gender into everyday discussion both in and out of the classroom.

## Core Curriculum Requirements

### Language Foundations

- Foreign Language (French, Arabic, Spanish) - 12 units or fourth-semester competency
- Composition (English) - 3 units
- Literature (Language of choice) - 3 units

### Arts and Humanities Foundations

- History - 6 units
- Philosophy Ethics (does not include Business Ethics) - 3 units
- Fine Arts (Photography, Sculpture, Studio Art, Creative Writing, Art History) - 6 units
- Religious Studies - 3 units

### Social Sciences Foundations

- Behavioral Science (Anthropology, Sociology, Psychology) - 3 units
- Political Science (International Relations, Economics) - 3 units

### Math and Sciences Foundations

- Mathematics - 3 units
- Physical Science (Geography, Chemistry, Environmental Science) - 3 units
- Life Science (Biology, Ecology) - 3 units
- Lab Course (Either Physical or Life Science) - 1 unit

### Global Diversity Requirement

ACM requires that students take one course (3 units) that is marked with a Global Diversity (GD) distinction during their time at ACM. These courses explore and analyze typically underrepresented groups of people on the global stage, and incorporate international and cross-cultural studies.

# Undergraduate Courses

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All courses are 3 credits unless otherwise noted. Some courses are cross-listed across disciplines and may be used to fulfill multiple core curriculum requirements. Courses with an FRE, SP, or ARAB discipline are conducted either in French, Spanish, or Arabic, some of which are cross-listed with non-language disciplines. 300-level language courses or higher require previous completion of the 202 academic level prior to enrollment.

Course Code Key

ANT Anthropology	ARAB Arabic	ARC Archaeology	ARH Art History	ART Art	BUS Business
CCS Cross Cultural Studies	COM Communication Studies	CUL Cultural Studies	ECO Economics	EDU Education	ENG English
ES Environmental Science	EU European Studies	FIN Finance	FLM Film Studies	FRE French	GEO Geography
HIS History	HSP Hospitality Management	IR International Relations	LING Linguistics	LIT Literature	MAT Math
MGT Management	MKT Marketing	PHI Philosophy	POL Political Science	PSY Psychology	REL Religious Studies
SOC Sociology	SP Spanish	THE Theater	WS Wine Studies		

## **Anthropology & Archaeology**

### **ARC/ARH 309: Ancient European Art and Archaeology**

- Development of European Mediterranean societies and civilizations from the arrival of the first humans up to the Roman conquest of the continent. Typically includes excursions to sites in Provence.

### **ARC/ARH 310: Ancient Mediterranean Civilizations**

- Overview of the Mediterranean Basin from the first civilizations in Egypt and Middle-East up to the Roman expansion over Europe. Typically includes excursions to sites in Provence.

### **ANT/COM/LIT 375: The European City in Literature and the Visual Arts**

- Exploration of the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilization through cinema, the novel, poetry, music, and paintings. Typically includes an excursion to sites in Paris.

## **Arabic**

### **ARAB 101→102: Elementary Modern Standard Arabic**

- 6 credits - An introduction to the phonology and writing system of modern standard Arabic, its basic vocabulary, and structure. Students will learn foundations of Arabic script and build vocabulary to read and engage in simple conversation.

## **Art**

### **ART 309: Art Criticism and Aesthetics Seminar I**

- The Art Criticism seminar offers the student access to a wide variety of images (architectural, sculptural, painted, etc.). The objective of this course is to improve critical awareness and to refine judgment based on an exploration of universal principles through visual experience. The seminar takes students into an in-depth study of the basic elements of form: color, value, light, and volume. Field studies included.

### **ART 310: Art Criticism and Aesthetics Seminar II**

- Artworks and texts from varying periods and cultures throughout history are compared and contrasted to explore diverse issues such as the imagination, symbol in art, Zen principles in eastern art, motif, and tradition. Field studies included.

### **ART 100: Drawing I Foundation**

- The overarching purpose of the studio drawing courses, at all levels, is to develop the student's capacity to look both into the visible world and into themselves with the intention of transforming their vision into art. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms. This is achieved through disciplined study in the landscape, through portraiture and model work, and museum study. Combined total of 6 hours of instruction per week in both the studio and outside in the landscape, as well as excursions to European museums.

### **ART 200: Drawing II Intermediate**

- The overarching purpose of the studio drawing courses, at all levels, is to develop the student's capacity to look both into the visible world and into themselves with the intention of transforming their vision into art. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms. This is achieved through disciplined study in the landscape, through portraiture and model work, and museum study. Combined total of 6 hours of instruction per week in both the studio and outside in the landscape, as well as excursions to European museums.

### **ART 300: Drawing III Advanced I**

- The overarching purpose of the studio drawing courses, at all levels, is to develop the student's capacity to look both into the visible world and into themselves with the intention of transforming their vision into art. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms. This is achieved through disciplined study in the landscape, through portraiture and model work, and museum study. Combined total of 6 hours of instruction per week in both

the studio and outside in the landscape, as well as excursions to European museums.

**ART 400: Drawing III Advanced II** - (Prerequisite ART 300) The overarching purpose of the studio drawing courses, at all levels, is to develop the student's capacity to look both into the visible world and into themselves with the intention of transforming their vision into art. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms. This is achieved through disciplined study in the landscape, through portraiture and model work, and museum study. Combined total of 6 hours of instruction per week in both the studio and outside in the landscape, as well as excursions to European museums.

**ART 130: Painting I Foundation** - The overarching purpose of the studio painting courses, at all levels, is to develop the student's capacity to look both into the visible world and into themselves with the intention of transforming their vision into art. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms. This is achieved through disciplined study in the landscape, through portraiture and model work, and museum study. Combined total of 6 hours of instruction per week in both the studio and outside in the landscape, as well as excursions to European museums.

**ART 230: Painting II Intermediate** - The overarching purpose of the studio painting courses, at all levels, is to develop the student's capacity to look both into the visible world and into themselves with the intention of transforming their vision into art. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms. This is achieved through disciplined study in the landscape, through portraiture and model work, and museum study. Combined total of 6 hours of instruction per week in both the studio and outside in the landscape, as well as excursions to European museums.

**ART 330: Painting III Advanced** - The overarching purpose of the studio painting courses, at all levels, is to

develop the student's capacity to look both into the visible world and into themselves with the intention of transforming their vision into art. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms. This is achieved through disciplined study in the landscape, through portraiture and model work, and museum study. Combined total of 6 hours of instruction per week in both the studio and outside in the landscape, as well as excursions to European museums.

**ART 350: Painting III Advanced II** - (Prerequisite ART 330) The overarching purpose of the studio painting courses, at all levels, is to develop the student's capacity to look both into the visible world and into themselves with the intention of transforming their vision into art. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms. This is achieved through disciplined study in the landscape, through portraiture and model work, and museum study. Combined total of 6 hours of instruction per week in both the studio and outside in the landscape, as well as excursions to European museums.

**ART 105: Drawing & Painting - Fall Semester** - Intended for students with little or no experience in painting and drawing. Includes work from the figure, museum study, still-life, and landscape work in the Aix countryside. 6 contact hours per week.

**ART 106: Drawing & Painting - Spring Semester** - Intended for students with little or no experience in painting and drawing. Includes work from the figure, museum study, still-life, and landscape work in the Aix countryside.

**ART 305: Intermediate/Advanced Drawing & Painting** - Intended for students with intermediate to advanced skills in painting and drawing. Includes work from the figure, museum study, still-life, and landscape work in the Aix countryside.

**ART 306: Intermediate/Advanced Drawing & Painting** - Intended for students with intermediate to advanced skills in painting and drawing. Includes work from the

figure, museum study, still-life, and landscape work in the Aix countryside. Additional fee required.

**ART 151: Multimedia and Contemporary Studio Practice - Beginner Level** - A wide range of approaches and media are used to develop greater perceptual and conceptual awareness and understanding of 20<sup>th</sup> and 21<sup>st</sup> century studio practice. The course will investigate how drawing and painting relate to other media such as installation, performance, photography, and new technologies. With a focus on issues revolving around the "sacred" and the "taboo" in art, past and present, students will link critical thinking and analysis to their studio practice.

**ART 351: Multimedia and Contemporary Studio Practice - Intermediate & Advanced Level** - A wide range of approaches and media are used to develop greater perceptual and conceptual awareness and understanding of 20<sup>th</sup> and 21<sup>st</sup> century studio practice. The course will investigate how drawing and painting relate to other media such as installation, performance, photography, and new technologies. With a focus on issues revolving around the "sacred" and the "taboo" in art, past and present, students will link critical thinking and analysis to their studio practice.

**ART 110: Photography** - Intended for students with little or no experience in photography, this course is designed to introduce photography as a means of personal expression and quality composition of an image. Areas of concentration include: creativity, composition, basic computer/digital imaging/editing, and critiquing the work of others. Assumes no previous knowledge of photography. Assignments are to be completed with a digital camera.

**ART 160/360: Photography: Philosophy and Practice of Vision** - A specific analysis of the photographic image in reference to the world history of photography to develop students' aesthetic judgments concerning their own production. Digital production around various themes required. Students are expected to bring a digital camera and a laptop.

**ART 375: Ceramics** - Intended for students with or without experience in ceramics or pottery. Includes instruction in ceramics fundamentals, such as an understanding of the physical preparation of materials and beginning techniques in forming decorative ceramic pieces, as well as advanced instruction in a broad array of techniques, depending on the student's individual pursuits and skill level.

**ART 380: Arts Management** - How does one prepare to work as a manager in a museum, gallery, theater, concert hall, or performing group? What do working artists need to know about interacting with the business side of art? How do French and American cultural support programs impact arts managers and artists? This course introduces the world of arts management to students from a variety of backgrounds. We explore some of the ways art and business intersect by examining theories and practical techniques for professional arts administrators, including: building an arts community, strategic planning for arts organizations, mission and program development, fundraising, financial management, and marketing.

**ART 385: Sculpture** - This sculpture course will challenge students to use limited materials in creative ways to tell their story – or the story of someone else. What can you communicate to your audience through a three-dimensional portrait? This course will engage students with a variety of common materials (paper, cardboard, tape, wire, *plastilina*, and clay) and result in an exhibition through which our class will introduce themselves or their subjects to the community. What story will you tell?

**ART 395: Architectural Design** - Architecture is the art of designing spaces and experiences in built form. This studio design course will investigate the experiential qualities of architecture in and around Aix-en-Provence and at the Marchutz Art Studio, designed by architect Fernand Pouillon, to explore and develop architectural intuition. Working within the rich 17<sup>th</sup> and 18<sup>th</sup> century architectural traditions of Aix and the surrounding

environs, students will use empirical study to develop a personal, authentic approach to design.

**ART 398: Independent Study** - Directed independent study for the advanced student. The student proposes a semester-long project that requires approval of the Marchutz School Dean. Enrollment based on review of transcript and/or portfolio.

**ART/FRE/LIT 411: Crossing Spaces in the Intercultural Context - 4 credits - Fall Semester** - Course proposes an exploration of literary and artistic themes related to the notion of space, both personal (internal) and geographic (external), and specifically the tensions created by the crossing (“Traversée”) between one space and another.

**ART/FRE/LIT 413: Crossing Spaces in the Intercultural Context - 4 credits - Spring Semester** - Course proposes an exploration of literary and artistic themes related to the notion of space, both personal (internal) and geographic (external), and specifically the tensions created by the crossing (“Traversée”) between one space and another.

## Art History

**ARH/ART 231: Survey History of Western Art: Prehistory to the Middle Ages** - Initiation to the language and techniques of art history, and study of painting, sculpture, and architecture of Western art from prehistory to the end of the Middle Ages. Typically includes an excursion to sites in the region.

**ARH/ART 232: Survey History of Western Art: Renaissance to Present** - Study of painting, sculpture, and architecture from the Renaissance to the present. Typically includes an excursion to Paris.

**ARH/ARC 309: Ancient European Art and Archaeology** - Development of European Mediterranean societies and civilizations from the arrival of the first humans up to the Roman conquest of the continent. Typically includes excursions to sites in Provence.

**ARH/ARC 310: Ancient Mediterranean Civilizations** - Overview of the Mediterranean Basin from the first civilizations in Egypt and Middle-East up to the Roman expansion over Europe. Typically includes excursions to sites in Provence.

**ARH/ART 320: Picasso, Matisse, and the Mediterranean** - Understanding early 20<sup>th</sup> century art through an investigation of its sources in Mediterranean myth and reality.

**ARH/ART 340: Medieval Art and Architecture** - A search for the medieval mind as it is expressed in Christian art and architecture from its earliest beginnings in the Catacombs of Rome, through the rich mosaics and domes of byzantine culture to the raising of the great Gothic cathedrals in northern Europe. Typically includes excursions to regional sites.

**ARH/ART 341: Islamic Art of Europe** - This course studies the interface of Islamic visual cultures and European art and architecture from the 8<sup>th</sup> century until nowadays. It explores the cultural interactions which took place, interactions which have provided inspiration for European architects and artists throughout the centuries. Field study will take us to southern Spain, where we'll witness the artistic heritage of more than 700 years of Muslim rule.

**ARH/ART 342: Crossroads in European Art** - This course studies the cross-cultural influences on European art from the 6<sup>th</sup> to the 19<sup>th</sup> centuries. Among the themes to be discussed are: Byzantine Art and Italy (Ravenna, Venice and Sicily), Islamic art and Europe (Spain, Sicily and Venice), the Ottomans and Renaissance art, Orientalist paintings, and Impressionism.

**ARH/ART 381: The XIX<sup>th</sup> Century and French Impressionism** - Historical and critical analysis of painting in the 19<sup>th</sup> century with emphasis on the history of Impressionism. Typically includes an excursion to sites in Paris.

**ARH/ART 382: Cézanne and van Gogh** - In-depth study of the lives and works of Paul Cézanne and Vincent van Gogh. Typically includes site visits.

## Business

### **BUS 301: International Business Today and Tomorrow**

- Businesses face a new dynamic, one that poses significant challenges as well as opportunities – the need to “green” their products and services. Many analysts forecast that environmentally driven businesses will represent one of the world’s major forces and industries in the 21st century. This course also analyses issues of constant change by focusing on the internet and robotics, info-tech and social media in the promotional mix, legal and ethical practice, entrepreneurial activity, socially responsible business, and business culture and etiquette.

**BUS 302: Global Brand Management** - The focus of the project-based class is to explore how to build innovative brands, where brand is defined as “a sensibility” or a “reputation” - departing from traditional perspectives of brand.

**BUS 303: Intercultural Management** - Fast-paced changes in innovative management in recent years, from mono-cultural to multicultural, from mono-linguistic to multilingual, has deeply affected the needs of global business and the hiring of global nomads and experienced expatriates in our shifting companies and organizations. This course will raise awareness on managing innovative and intercultural Human Resource to achieve new 21<sup>st</sup> century goals in diversity and inclusion and new solutions to the challenges and opportunities international work forces can generate.

**BUS 304: Business Ethics in the Global Market** - This course investigates ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics, obligations to employees and other stakeholders; truth in advertising, whistle-blowing, and company loyalty; self and government regulation; the logic and future of capitalism; and the changing responsibilities of the manager in a rapidly globalizing business environment.

**BUS 305: Global Marketing** - Exploration of basic knowledge of global marketing focusing on the impact of the environment on the strategies used by firms, and the

understanding of consumer behavior management as it relates to the development and implementation of global marketing strategies.

**BUS 307: Luxury Management** - The course will introduce students to luxury management with prime focus on the creation of case studies for luxury brands, professional seminars and educational trips in luxury capitals that include Paris and Monaco. The aim of this high-level course is to expose the students to the world of luxury and how to manage brands and companies in this domain, attaining key knowledge in essential areas in luxury marketing, sales, e-commerce, legal affairs, and branding.

**BUS 309: International Entrepreneurship** - An introduction to entrepreneurship on both a macro and micro level. On the micro level, students have the unique opportunity to examine the entrepreneurial process in France while on the macro level, students analyze the broader entrepreneur mindset and concept development. This course based on experiential learning includes extensive readings, case study analysis, and culminates in a team project emphasizing venture implementation.

**BUS/FRE 311: Business French** - Intensive training in French for business and commercial purposes, emphasizing specialized forms and vocabulary.

**BUS 323: Socially Responsible and Sustainable Fashion Management** - The objective of this course is to investigate the many social and environmental issues of today’s fast-paced, global fashion industry and to explore ways in which we can slow it down, reduce its impact on the environment and provide urgent solutions to make it sustainable. The course takes a hands-on approach, encouraging students to explore aspects of sustainability in developing strategies and methods for the future through case studies, a visit to a sustainable fashion business, videos, and class interaction.

**BUS/FRE 341: Internship** - Internship positions in various enterprises from small local businesses to regional chains to multi-nationals with offices in the Aix area. Students usually work 10-12 hours per week on site, submitting regular written reports to their professors at ACM. An upper-intermediate level of French or higher is essential.

Availability depends on company offers. Flexible hours according to your course schedule.

**MKT/WS 302: Wine Marketing and Analysis** - This course is a combination of lecture and professional tasting to analyze the quality levels, marketing of wine, import and export, sales positioning, and pricing structures. Students will learn vineyard and winemaking techniques utilized to achieve certain styles of wine. Course includes Field Studies to wineries and vineyards.

**BUS/WS 310: International Wine Trade** - This course provides students with an understanding of the business aspects of the global wine trade. Subjects include business planning, finance, supply chain management, wine as an alternative investment, and how the media affects the pricing and buyer/seller cycle of the wine industry.

## Communication Studies

**COM/LIT 312: Provençal Culture, from Myth to Media** - Representations of Provence across media, including myths and legends, memoirs, lyric poetry, literature, comics, film, television, and radio. Students will read texts about Provence from prominent authors and social scientists, and will engage in critical discussion of these texts in the light of their growing understanding of Provençal culture.

**COM/HIS 314: France during the Occupation: 1939-1945** - The study of representations of France during World War II in history, literature, and media, in both the Occupied and Unoccupied Zones, the German presence, the government in Vichy and the Resistance. The course includes a review of French and European history from World War I until 1940, a detailed look at France's role in World War II, and a survey of French attitudes about the Occupation during the 70 years following Liberation. Typically includes excursions to sites in Provence.

**COM/IR 316: Media and Conflict** - This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media

and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity.

**COM/LIT/ANT 375: The European City in Literature and the Visual Arts** - Exploration of the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilization through cinema, the novel, poetry, music, and paintings. Typically includes an excursion to sites in Paris.

## Creative Writing/Literature

**ART 270: Creative Writing and the Intercultural Experience - Beginners** - The study and practice of creative nonfiction writing in relation to the study abroad experience. Techniques of writing creative nonfiction and development of the creative process, including writing exercises, editing, and workshop. The course will examine the ways in which the writing process and cross-cultural experiences are parallel endeavors that can serve to inform and answer each other.

**ART 370: Creative Writing and the Intercultural Experience - Intermediate/Advanced** - The study and practice of creative nonfiction writing in relation to the study abroad experience. Techniques of writing creative nonfiction and development of the creative process, including writing exercises, editing, and workshop. The course will examine the ways in which the writing process and cross-cultural experiences are parallel endeavors that can serve to inform and answer each other.

## Environmental Science

**ES 200: Ecology of France and the Mediterranean Environment** - Survey of current theories and practices in ecology. Course examines the varying processes of the Earth's atmosphere, hydrosphere, and biosphere drawing from the example of the Mediterranean Basin.

Topics include geological processes and hazards, water resources, waste management, energy and mineral resources, and human impact on global climate change in this sensitive region. Three class hours and laboratory field study throughout the area.

**ES 200L: Ecology of France and the Mediterranean Environment LAB - 1 unit - Lab course for ES 200** - Course examines the varying processes of the Earth's atmosphere, hydrosphere, and biosphere drawing from the example of the Mediterranean Basin. Topics include geological processes and hazards, water resources, waste management, energy and mineral resources, and human impact on global climate change in this sensitive region. Three class hours and laboratory field study throughout the area.

**ES/ECO 301: International Economics and the European Union** - The effects of greater freedom and liquidity in world trade will be critically analyzed and explained, especially in the light of recent controversy concerning 'globalization.' We shall assess the performance of the European Union, as a project of regional economic integration intended to redress many of the alleged defects of the liberalized trade model, and ask whether and how it might offer a viable solution to the need to preserve economic and social cohesion and meet institutional prerequisites of economic development.

**ES/WS 305: Chemistry and Biochemistry of Wine Production** - An introduction to the chemical and biochemical transformation of grapes into wine with highlights on the key steps in this process: growing conditions, timing of harvest, the fermentation process, wine conservation, and aging techniques. The course discusses equally environmental issues concerning the winemaking industry, especially the consequences of climate change and disposal of wineries' wastes.

**ES/WS 305L: Chemistry and Biochemistry of Wine Production LAB - 1 unit - Lab course for WS/ES 205** - An introduction to the chemical and biochemical transformation of grapes into wine with highlights on the key steps in this process: growing conditions, timing of

harvest, the fermentation process, wine conservation, and aging techniques. The course discusses equally environmental issues concerning the winemaking industry, especially the consequences of climate change and disposal of wineries' wastes.

**ES/POL 309: Global Environmental Politics** - Exploration of the main environmental problems facing the international community today with an analysis of the roles of states, international organizations, multinational corporations, and civil societies in the causation and solution process.

## Economics

**ECO/ES 301: International Economics and the European Union** - The effects of greater freedom and liquidity in world trade will be critically analyzed and explained, especially in the light of recent controversy concerning 'globalization.' We shall assess the performance of European Union, as a project of regional economic integration intended to redress many of the alleged defects of the liberalized trade model, and ask whether and how it might offer a viable solution to the need to preserve economic and social cohesion and meet institutional prerequisites of economic development.

**ECO/WS 303: Regional Wine Trade and Economics** - This course examines the economic impact of the wine trade. Coursework includes studies in wine regions, styles, quality, analysis of regional market activities and promotion, current events, and specific tastings. Course includes Field Studies to wineries and vineyards. Extra fee required.

## Education

**EDU 303: Sociology of Education: A Comparative Approach** - This course will study key theories in sociology to examine how present-day mass schooling works in France. From this core model, we will also examine aspects of educational systems in other countries. Students of Sociology of Education will be required to teach in a school for one hour a week offering

teaching experience as well as the chance to be a central part of the Aix-en-Provence culture.

**EDU/FRE/LING 391: Acquisition of the French Language: History and Perspective** - This course asks students to step back and ask the question: “What happens when I’m learning French?” We will reveal a wider understanding of our own practices as learners, more specifically as learners of French. Students will be challenged to question their own preconceptions. More than a theoretical exercise, they will also be asked to put their ideas into practice. The course develops analytical, critical, and argumentative skills, requiring a precise use of the French language.

## Film Studies

**FLM/FRE 355: France as seen through its Films, Post WWII to the 1970’s** - This course proposes an historical, cultural, and esthetic approach to French films made between the end of the second World War and the 1970s. How do the films describe the dominant elements of a society and how they witness as well as create these representations?

**FLM/FRE 356: France as seen through its Films, The 1980’s to Today** - Study of the different facets of France — from literary imagination to social issues, from the 1980’s to today — through a varied selection of films.

## Finance

**FIN 300: Financial Management** - This course is an introduction to the main areas of corporate finance. Its focus is on developing an understanding of the tools and methodologies available to the financial manager for decision-making in capital budgeting, working capital management, capital structure, and profit planning and control.

## French

**FRE 101 M: Practical Elementary French I for Art Students** - This course is designed for art students who

have had little or no exposure to the French language. The goal is to establish essential skills in French and to build student confidence in using them through thematic exposure to the arts and participation in French daily life. Exercises in listening, oral expression, reading, vocabulary acquisition and grammatical clarification will improve the students’ comprehension, oral and spoken interactions. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students’ level and the pace of the class. Class is taught in French.

**FRE 101 → 102: Practical Elementary French I then II** - 6 credits - A year of college credit in one semester intended for those with little or no previous study. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of an understanding of oral French through listening and speaking practices.

**FRE 102 M: Practical Elementary French II for Art Students** - This course is designed for art students with at least one semester of college French or 3 years of high-school French. The goal of this course is to deepen student knowledge of French. Through listening, reading and writing exercises, through grammatical clarification, vocabulary acquisition and thematic exposure to the arts, students will develop written and oral skills and improve their comprehension and their production. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students’ level and the pace of the class. Class is taught in French.

**FRE 102 → 201: Practical Elementary French II then Intermediate French I** - 6 credits - A year of college credit in one semester intended for those who have completed the equivalent of one semester of college level French.

Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of an understanding of oral French through dialogue and role-playing.

**FRE 201 M: Intermediate French I for Art Students** - This course is for art students with 2 semesters of College French. The course will deepen student knowledge of French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations and discussions in class and thematic exposure to arts. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 201 → 202: Intermediate French I then II - 6 credits** - A year of college credit in one semester intended for those who have completed the equivalent of two semesters of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of oral French through conversation.

**FRE 202: Intermediate French II - 4 credits** - Intended for those who have completed the equivalent of three semesters of college level French. Intensive four hours' classroom learning. Development of oral French through conversation.

**FRE 202 M: Intermediate French II for Art Students** - This course is designed for art students with at least three semesters of college French. The course will deepen student knowledge of French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations, discussions, oral presentations and thematic exposure to arts. The student will get acquainted with culture in

Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 211: Living in France: Intercultural Communication** - Intended for students who have completed the equivalent of two to three semesters of college level French. Intensive focus on oral practice looking at popular French culture.

**FRE 218: France, Francophonie, and Music** - Intended for students who have completed the equivalent of two to three semesters of college level French. Intensive focus on linguistic and cultural comprehension as well as oral expression through music in France and throughout the Francophone world.

**FRE 301: Advanced French I: Structure and Expression** - Intended for students who have completed the equivalent of four semesters or two years of college level French. Advanced written and oral practice and grammar review. Essay topics follow a simulation enriched with a variety of documentation and multimedia activities.

**FRE 301 M: Advanced French I for Art Students** - This course is designed for art students with at least 4 semesters of college French. The course will deepen the student's knowledge of French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations, discussions, oral presentations and thematic exposure to arts. In addition, the students will review and refine French grammar and syntax. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content

may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 302: Advanced French II: Conversation and Composition** - Intended for student who have completed the equivalent of five semesters of college level. Students improve their advanced command of oral and written French.

**FRE 306: Cross-Cultural Studies in Food and Culture** - Both the Mediterranean diet and French Gastronomy have been declared intangible cultural heritage by UNESCO. This course will explore the language and the culinary customs of French cuisine, examining differences in food patterns between the U.S. and France, the fundamentals of French and regional food and eating, including the history, and use of ingredients, as well as political and economic factors affecting rural French food systems.

**FRE/BUS 311: Business French** - Intensive training in French for business and commercial purposes, emphasizing specialized forms and vocabulary.

**FRE/LIT 315: Readings in French Literature I** - Readings in French literature, from the 16<sup>th</sup> to the 18<sup>th</sup> centuries, and introduction to methods of literary analysis for students with the equivalent of at least two years of college-level French.

**FRE/LIT 316: Readings in French Literature II** - Readings in French literature, focusing on the 19<sup>th</sup> and 20<sup>th</sup> centuries, and introduction to methods of literary analysis for students with the equivalent of at least two years of college-level French.

**FRE/HIS 328: Provençal History and Culture through its Monuments** - Introduction to the History of Provence and a study of its most exemplary monuments. Typically includes excursions to sites in Provence.

**FRE 331: Contemporary France: Society, Politics, and Culture** - Study of contemporary French civilization through political, cultural, and social issues.

**FRE 335: The Phonetics of Contemporary French** - Phonetic theory illustrated by aural practice and

pronunciation. Intensive practice in sound reproduction and fine-tuning the ear to new sound combinations.

**FRE/LIT 340: French Children's Literature: Exploring Language, Culture, and Society** - This course focuses on the way French children's literature explores the creativity of language (with wordplay, for example) and the interaction between text and illustrations, while giving us an historical glimpse of French culture and society and of the underlying value system that pervades children's literature. The classics (Le Petit Prince, Charles Perrault's fairy tales, la Comtesse de Ségur) will be studied as well as more contemporary texts (Marcel Aymé, Daniel Pennac, Sempé).

**FRE/BUS 341: Internship** - Internship positions in various enterprises from small local businesses to regional chains to multi-nationals with offices in the Aix area. Students usually work 10-12 hours per week on site, submitting regular written reports to their professors at IAU. An upper-intermediate level of French or higher is essential. Availability depends on company offers. Flexible hours according to student's course schedule.

**FRE/FLM 355: France as seen through its Movies, Post WWII to the 1970's** - This course proposes an historical, cultural, and esthetic approach to French films made between the end of the second World War and the 1970s. How do the films describe the dominant elements of a society and how they witness as well as create these representations?

**FRE/FLM 356: France as seen through its Movies, The 1980's to Today** - Study of the different facets of France — from literary imagination to social issues, from the 1980's to today — through a varied selection of films.

**FRE/THE 357: Communication in French Theatre** - Course focuses on oral communication through reading, recitation, study, and interpretation of modern theatrical texts. Students will demonstrate elocution of French language with texts from playwrights as diverse as Beckett, Camus, Reza, and Delerm. Course develops strategies for more precise use of French for oral presentations or even job/internship interviews.

**FRE/POL 376: Contemporary French Identities** - Examining some of the main points of division as well as of unity in France today, this course explores the republican ideal, its background, the crisis it is currently undergoing, and contemporary French identity(s).

**FRE/LIT 383: Writing in Provence: Literature and Regional Culture** - How do writers whose subjects celebrate Provence and the interactions between its inhabitants and its visitors help students better comprehend their own immersion in the region and in the language? This course will guide students to analyze and write their own personal reflections inspired by regional writers such as Marcel Pagnol, Jean Giono, René Char, Maylis de Kérangal, Stendhal, and others.

**FRE/LING/EDU 391: Acquisition of the French Language: History and Perspective** - This course asks students to step back and ask the question: "What happens when I'm learning French?" We will reveal a wider understanding of our own practices as learners, more specifically as learners of French. Students will be challenged to question their own preconceptions. More than a theoretical exercise, they will also be asked to put their ideas into practice. The course develops analytical, critical, and argumentative skills, requiring a precise use of the French language.

**FRE 401: Translation and Structure I: From Colloquial to Literary** - Translation from English to French and French to English, with constant reference to technical, theoretical, and colloquial considerations.

**FRE 402: Translation and Structure II: From Colloquial to Literary** - Translation from English to French and French to English, with constant reference to technical, theoretical, and colloquial considerations.

**FRE/LIT/ART 411: Crossing Spaces in the Intercultural Context - 4 credits - Fall Semester** - Course proposes an exploration of literary and artistic themes related to the notion of space, both personal (internal) and geographic (external), and specifically the tensions created by the crossing ("Traversée") between one space and another.

**FRE/LING 412: Contemporary French: The Linguistics of Everyday Language** - Course will reflect on and undertake a series of analyses on the language forms in current practice in French society. Analytical linguistics tools will be applied to usage in current-day, intercultural, youth, political, and advertising among others.

**FRE/LIT/ART 413: Crossing Spaces in the Intercultural Context - 4 credits - Spring Semester** - Course proposes an exploration of literary and artistic themes related to the notion of space, both personal (internal) and geographic (external), and specifically the tensions created by the crossing ("Traversée") between one space and another.

**FRE/LIT 414: France and Francophone Literature, a Dialogue** - Covering subjects such as the spirit of the desert, slavery, the Mediterranean, and the initiation journey, this course reflects on the ongoing dialogue between authors from France and authors from French-speaking countries of former colonial territories.

**FRE 489: Senior Capstone Course** - Students in their final semester will choose a subject and advisor for the Senior Capstone Course. The candidate's thesis will be supervised by their faculty advisor with additional oversight from the French department. Oral defense of the thesis will be conducted in front of the BA in French Studies committee at the end of the term.

**FRE 399: Elective Independent Study** - This course gives students the opportunity to explore an area of personal academic interest. Often, the idea for an independent study arises from an interest in a particular past course, such as HIS/COM 314: France during the Occupation. A student may develop an interest in the German presence in France and ask the professor to supervise an independent study focused on this topic for the next semester. It is recommended to propose one's course of study a semester in advance, as a full semester may be required to design the course and its area of academic research.

## History

**HIS 301: European History: 1870–1918** - Major social, economic, political, and diplomatic developments in European history from 1870 to 1918.

**HIS 303: France and Europe in the Cold War** - Study of the evolution of the European societies from the post-war period to the fall of the Berlin Wall through arts, literature, architecture, alternative cultures, and social evolution linked to the exceptional economic growth of the post-war period ending with the oil shocks (1970's).

**HIS/SOC 304: Muslim Presence in Europe** - *Global Diversity Course* - This course is an overview of the long-term interaction between the Muslim world and the West, not as two separate entities, but with emphasis on their historic commonality, and their dialectic relation. The course focuses on the debates regarding the Muslim population in Europe, covering concepts of religion and secularism, the history of Muslim populations in Europe, legal issues, human rights, feminism, and modernity. Field study will take students to specific sites in Marseille, historically linked with the Muslim community.

**HIS/COM 314: France during the Occupation: 1939-1945** - The study of representations of France during World War II in history, literature, and media, in both the Occupied and Unoccupied Zones, the German presence, the government in Vichy, and the Resistance. The course includes a review of French and European history from World War I until 1940, a detailed look at France's role in World War II, and a survey of French attitudes about the Occupation during the 70 years following Liberation. Typically includes excursions to sites in Provence.

**HIS/POL 321: French Colonialism in the Middle East and North Africa** - *Global Diversity Course* - This class will examine the region's contemporary political foundations, with a focus on how the recent colonial past has helped shape the political institutions that were recently toppled.

**HIS/FRE 328: Provençal History and Culture through its Monuments** - Introduction to the History of Provence

and a study of its most exemplary monuments. Typically includes excursions to sites in Provence.

## Hospitality

**HSP/WS 307: Wine and Food Pairing for the Sommelier** - This course is a combination of lecture, professional tasting, and wine and food pairing. Students will learn vineyard and winemaking techniques utilized to achieve certain styles of wine, and how the structure of wine and food complete a pairing. Course includes field studies to restaurants, wineries, and to meet guest chefs.

## Internship

**BUS/FRE 341: Internship** - Internship positions in various enterprises from small local businesses to regional chains to multi-nationals with offices in the Aix area. Students usually work 10-12 hours per week on site, submitting regular written reports to their professors at ACM. An upper-intermediate level of French or higher is essential. Availability depends on company offers. Flexible hours according to your course schedule.

## Linguistics

**LING/EDU/FRE 391: Acquisition of the French Language: History and Perspective** - This course asks students to step back and ask the question: "What happens when I'm learning French?" We will reveal a wider understanding of our own practices as learners, more specifically as learners of French. Students will be challenged to question their own preconceptions. More than a theoretical exercise, they will also be asked to put their ideas into practice. The course develops analytical, critical, and argumentative skills, requiring a precise use of the French language.

**LING/FRE 412: Contemporary French: The Linguistics of Everyday Language** - Course will reflect on and undertake a series of analyses on the language forms in current practice in French society. Analytical linguistics tools will be applied to usage in current-day,

intercultural, youth, political, and advertising among others.

## Literature

**ENG 101: English Composition** - This course focuses on helping students gain confidence and proficiency in academic writing situations and to continue to develop useful life-long writing skills.

**LIT/COM 312: Provençal Culture, from Myth to Media** - Representations of Provence across media, including myths and legends, memoirs, lyric poetry, literature, comics, film, television, and radio. Students will read texts about Provence from prominent authors and social scientists, and will engage in critical discussion of these texts in the light of their growing understanding of Provençal culture.

**LIT/FRE 315: Readings in French Literature I** - Readings in French literature, from the 16<sup>th</sup> to the 18<sup>th</sup> centuries, and introduction to methods of literary analysis for students with the equivalent of at least two years of college French.

**LIT/FRE 316: Readings in French Literature II** - Readings in French literature, focusing on the 19<sup>th</sup> and 20<sup>th</sup> centuries, and introduction to methods of literary analysis for students with at least two years of college-level French.

**LIT 325: The European Novel** - Course will explore the portrayal of shifting perspectives not only in terms of narrative style, but more assertively in terms of how life as a European shifted. We will examine changing social and political orders as well as how characters place themselves in history.

**LIT/FRE 340: French Children's Literature: Exploring Language, Culture, and Society** - This course focuses on the way French children's literature explores the creativity of language (with wordplay, for example) and the interaction between text and illustrations, while giving us an historical glimpse of French culture and society and of the underlying value system that pervades children's literature. We will study classics (Le Petit Prince, Charles Perrault's fairy tales, la Comtesse de

Ségur) and more contemporary texts (Marcel Aymé, Daniel Pennac, Sempé).

**LIT/COM/ANT 375: The European City in Literature and the Visual Arts** - Exploration of the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilization through cinema, the novel, poetry, music, and paintings. Typically includes an excursion to sites in Paris.

**LIT/FRE 383: Writing in Provence: Literature and Regional Culture** - How do writers whose subjects celebrate Provence and the interactions between its inhabitants and its visitors help students better comprehend their own immersion in the region and in the language? This course will guide students to analyze and write their own personal reflections inspired by regional writers such as Marcel Pagnol, Jean Giono, René Char, Maylis de Kérangal, Stendhal, and others.

**LIT/FRE/ART 411: Crossing Spaces in the Intercultural Context - 4 credits - Fall Semester** - Course proposes an exploration of literary and artistic themes related to the notion of space, both personal (internal) and geographic (external), and specifically the tensions created by the crossing ("Traversée") between one space and another.

**LIT/FRE/ART 413: Crossing Spaces in the Intercultural Context - 4 credits - Spring Semester** - Course proposes an exploration of literary and artistic themes related to the notion of space, both personal (internal) and geographic (external), and specifically the tensions created by the crossing ("Traversée") between one space and another.

**LIT/FRE 414: France and Francophone Literature, a Dialogue** - Covering subjects such as the spirit of the desert, slavery, the Mediterranean, and the initiation journey, this course reflects on the ongoing dialogue between authors from France and authors from French-speaking countries of former colonial territories.

## Mathematics

**MAT 201: Algebra I** - A review of real number systems, operations on polynomials and radicals, as well as the Pythagorean theorem and other geometric topics.

**MAT 202: Algebra II** - The goal of the course is to prepare students for success in mathematical quantitative reasoning.

## Political Science

**POL 102: Introduction to American Politics** - This course is a critical introduction to American political institutions and behavior. Structurally the American system finds form in the Madisonian Model, the method of government established by the Framers and based on separation of powers, checks and balances, and overlapping centers of political power. Our system seeks to balance elite and mass interests, participation, and control.

**POL 103: Political Theory** - Political Theory is chiefly concerned with how best to arrange our collective lives, with particular attention to the necessity for and rights and obligations of 'rule,' as well as the limits of that important power.

**POL 105: Introduction to Comparative Politics** - This course provides a broad overview of the comparative politics subfield by focusing on important substantive questions about the world today.

**POL 106: Introduction to International Relations** - An introduction to contemporary analysis of international relations. Students will learn major theories of international relations and apply them to understand international situations and issues in the modern world.

**POL/IR 303: International Relations** - Introduction to international relations with emphasis on how international relations have changed as a result of globalization. Typically includes an excursion to Geneva.

**POL 307: The European Union: Integration, Enlargement, Unity** - Analysis of the historical evolution, the institutions, and the policies of the European Union within the context of European diplomatic history.

**POL/ES 309: Global Environmental Politics** - Exploration of the main environmental problems facing the international community today with an analysis of the

roles of states, international organizations, multinational corporations, and civil societies in the causation and solution process.

### **POL/PHI 312: Ethics in Society - Global Diversity Course**

This course aims to help students discover ways to come to terms - both individually and collectively - with the tensions of living in a modern globalized society. It draws on the wisdom we inherit from a lineage of great teachers and thinkers in the past, from different traditions, to seek guidance on how to live better as citizens of the world, and as human beings, confronted by rapid technological change, cultural diversity, environmental degradation, organized violence, and economic insecurity.

**POL 315: American Political Thought** - Two features are often said to distinguish American from European political thought: an "exceptional" commitment to liberal, democratic, or republican political ideals and institutions, and a "peculiar" attachment to racist, nativist, and imperialist political practices. This course traces the interaction of these two contradictory tendencies through the writings of prominent American political thinkers from the Founding to the present day, considering how each has informed Americans' contributions to fundamental questions in political philosophy, to the design of constitutions and political institutions, and to the conduct of foreign affairs.

**IR/COM 316: Media and Conflict** - This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity.

**POL 318: Palestinian-Israeli Conflict - Global Diversity Course** - What are the origins of the conflict from the Israeli and Palestinian perspectives? What is the role of the outside actors? What role does religion play? What are the determinants of the possible future evolutions of the conflict? How do the United States and the European Union approaches to the conflict differ? This course equips students with the analytical tools and historical background to tackle these questions.

**POL/HIS 321: French Colonialism in the Middle East and North Africa - *Global Diversity Course*** - This class will examine the region's contemporary political foundations, with a focus on how the recent colonial past has helped shape the political institutions that were recently toppled.

**POL 320: Judicial Politics** - This course provides an introduction to the political science of law and courts, known as judicial politics. This is not a course on constitutional law, and the focus will not be on the development of legal doctrines or close readings of important cases (though we will discuss cases to illustrate and examine the topics of the course). Instead, we will evaluate law and courts as political institutions and judges as political actors and policy-makers.

**POL 328: State Politics** - The course covers American federalism, state political institutions, elections and participation in state government, and finally public policy in the States.

**POL 361: Nationalism and Contemporary World Politics**

- The causes and consequences of nationalism. Nationalism as a cause of conflict in contemporary world politics. Strategies for mitigating nationalist and ethnic conflict.

**POL/FRE 376: Contemporary French Identities** - Examining some of the main points of division as well as of unity in France today, this course explores the republican ideal, its background, the crisis it is currently undergoing, and contemporary French identity(s).

## Philosophy

**PHI/POL 312: Ethics in Society - *Global Diversity Course***  
- This course aims to help students discover ways to come to terms - both individually and collectively - with the tensions of living in a modern globalized society. It draws on the wisdom we inherit from a lineage of great teachers and thinkers in the past, from different traditions, to seek guidance on how to live better as citizens of the world, and as human beings, confronted by rapid technological

change, cultural diversity, environmental degradation, organized violence, and economic insecurity.

## Psychology

**PSY 304: Human Development in Cultural Contexts** - Study of human development from a psychodynamic perspective. Draws extensively on the theories of such psychoanalytic thinkers as Freud, Melanie Klein, Wilfred Bion, and Donald Winnicott.

## Religious Studies

**REL 311: Early Christianity in Europe** - History of the first centuries of the Christian Church. Split between Judaism and Christianity, the influential theologians and leaders, heretical movements and their orthodox responses, waves of persecution and martyrdom, and cultural (role of women in the Early Church), artistic (oldest Christian monuments and artworks) and ecclesiastical topics (monasticism, liturgy...). Will conclude with a perspective of Modern World and focus on the Great Schism between East and West Christianity, the Avignon Papacy, the rise of Protestant movements.

**REL 312: The Children of Abraham: Judaism, Christianity, and Islam - *Global Diversity Course*** - This course is a comparative study of the three Abrahamic religions; Judaism, Christianity, and Islam. It examines the religions' shared aspects as well as distinct elements. The course compares the three religions along thematic lines and examines the way these three major traditions impact the modern West and the Middle East specifically. Among the themes to be discussed are: Abraham, scripture and tradition, law, the creation, God, worship, mysticism, the house of God, the tradition of head covering, homosexuality, Jerusalem, and the end of times.

## Spanish

**SP 101: Beginning Spanish I - Spanish Language in Context** - This course is designed for students with little or no prior knowledge of Spanish. By the end of the

course, the successful student will develop a basic foundation in these five skills: intercultural communication, reading, writing, listening, and speaking.

**SP 102: Beginning Spanish II - Spanish Language and Cultures** - This course is designed for students with very basic knowledge of Spanish. This course builds upon the skills acquired in SP 101. By the end of the course, the successful student will develop a basic foundation in these five skills: intercultural communication, reading, writing, listening, and speaking.

**SP 201: Intermediate Spanish I - Spanish Language in Context** - This course is designed for students with little prior knowledge of Spanish. Students who can already use a few basic words and phrases, and who can understand very simple requests, and responses are appropriate for this level. Students entering this course are also able to read and interpret the basic meaning of simple sentences and phrases. Students who have studied basic Spanish in high school or in college but never continued to build their skills may find this level appropriate. Students who have studied another Romance language may also be capable of entering this level. At the end of this 3-credit course students will be able to: express themselves in a variety of contexts, relate different pieces of information, establish cause and consequence, and converse with ease in limited formal and informal situations.

## Sociology

**SOC/HIS 304: Muslim Presence in Europe - *Global Diversity Requirement*** - This course is an overview of the long-term interaction between the Muslim world and the West, not as two separate entities, but with emphasis on their historic commonality, and their dialectic relation. The course focuses on the debates regarding the Muslim population in Europe, covering concepts of religion and secularism, the history of Muslim populations in Europe, legal issues, human rights, feminism, and modernity. Field study will take us to specific sites in Marseille, historically linked with the Muslim community.

## Theatre

**THE/FRE 357: Communication in French Theatre** - Course focuses on oral communication through reading, recitation, study, and interpretation of modern theatrical texts. Students will demonstrate elocution of French language with texts from playwrights as diverse as Beckett, Camus, Reza, and Delerm. Course develops strategies for more precise use of French for oral presentations or even job/internship interviews.

## Wine Studies

**WS 101: An Overview of Wine - 1 credit** - This course is designed to give an overview and understanding of the global wine industry. Coursework includes the history and culture of wine, wine vocabulary, label reading, selecting, and serving wine.

**WS/MKT 302: Wine Marketing and Analysis** - This course is a combination of lecture and professional tasting to analyze the quality levels, marketing of wine, import and export, sales positioning, and pricing structures. Students will learn vineyard and winemaking techniques utilized to achieve certain styles of wine. Course includes field studies to wineries and vineyards.

**WS/ECO 303: Regional Wine Trade and Economics** - This course examines the economic impact of the wine trade. Coursework includes studies in wine regions, styles, quality, analysis of regional market activities and promotion, current events, and specific tastings. Course includes field studies to wineries and vineyards. Extra fee required.

**WS/ES 305: Chemistry and Biochemistry of Wine Production** - An introduction to the chemical and biochemical transformation of grapes into wine with highlights on the key steps in this process: growing conditions, timing of harvest, the fermentation process, wine conservation, and aging techniques. The course discusses equally environmental issues concerning the winemaking industry, especially the consequences of climate change and disposal of wineries' wastes.

**WS/ES 305L: Chemistry and Biochemistry of Wine Production LAB - 1 unit** - *Lab course for WS/ES 205* - An introduction to the chemical and biochemical transformation of grapes into wine with highlights on the key steps in this process: growing conditions, timing of harvest, the fermentation process, wine conservation, and aging techniques. The course discusses equally environmental issues concerning the winemaking industry, especially the consequences of climate change and disposal of wineries' wastes.

**WS/HSP 307: Wine and Food Pairing for the Sommelier** - This course is a combination of lecture, professional tasting, and wine and food pairing. Students will learn vineyard and winemaking techniques utilized to achieve certain styles of wine, and how the structure of wine and food complete a pairing. Course includes field studies to restaurants, wineries, and to meet guest chefs.

**WS/BUS 310: International Wine Trade** - This course provides students with an understanding of the business aspects of the global wine trade. Subjects include business planning, finance, supply chain management, wine as an alternative investment, and how the media affects the pricing and buyer/seller cycle of wine industry.

## January Term Courses

*For each J-Term program, students may select the course/discipline that most interests them or that aligns with their academic goals and program.*

### American Diplomacy

**CUL/IR/POL 345:** American Diplomacy in Action – U.S. Engagement in the 21st Century

This program is for students interested in learning about modern American diplomacy and the people who make it happen. Students go behind the scenes at U.S. embassies in Europe and North Africa to meet U.S. diplomats at the forefront of American engagement. Cultural visits, embassy briefings, and academic lectures by scholars and resident experts place U.S. policies in their historic and geographic context, provide real-world examples of how American diplomats work, and explore the economic, security, and environmental issues they face.

### Europe and the Islamic World

- **ARH 395:** Classical Islam and the European Renaissance
- **CCS/REL 395:** Jews, Muslims and Christians in Europe and the Islamic World
- **FRE 395:** Cultural History of France and the Islamic World
- **HIS 395:** Cultural History of Europe and the Islamic World
- **POL 395:** European Politics and the Islamic World
- **SPA 395:** Cultural History of Spain and the Islamic World

This seminar is designed for students interested in an academic and cultural experience in France, Morocco, and Spain. Students participate in a series of briefings from leading academic, literary, and political experts on the European relationship with the Islamic world. In each city, students attend daily lectures and meetings with distinguished scholars in addition to local guides and

experts in the fields of politics, art history, history, and culture. Special emphasis is placed on the importance of immigration to Europe and its current socio-cultural implications on the region.

### French Language and Culture

- **FRE 101:** Practical Elementary French I
- **FRE 102:** Practical Elementary French II

The French Language and Culture January Term Program is designed for students interested in a language and cultural immersion experience in the Mediterranean region of Southern France. IAU's exceptional out-of-classroom experiences include homestays, regional field studies and extracurricular activities such as wine tastings and cooking courses. Students receive intensive language instruction and have an immersive experience in the local culture during this three-week program.

### Great Cities

- **ANT 301:** The Artist and the City
- **COM 375:** The European City in the Visual Arts
- **EU 303:** Europe and the Urban Space
- **GEO 201:** Europe and its Cities
- **LIT 375:** The European City in Literature

The Great Cities Seminar is designed for students interested in an academic and cultural experience in France, Italy, the Netherlands, and the Czech Republic. Students explore major cities across Europe using literature and the arts as a guide to understanding the rise and establishment of the urban setting. Through readings and media studies, students examine the artistic process from inspiration to creation. Site visits and guided tours then allow students to experience the historical, geographical, and demographical foundations that inform the fictional representations of European cities and their impact on perceptions of those cities today. Students have the opportunity to learn from and exchange their observations with experts as well as distinguished on-site scholars and local guides in order to frame their own

perception of the cities and these cities' representation through the arts.

### **International Business**

- **BUS 325:** International Business
- **ECO 325:** Doing Business in Europe
- **MKT 325:** International Marketing
- **MGT 325:** International Management

The International Business Traveling Seminar is designed for students interested in an academic and cultural experience in France, Morocco, and Belgium. Students gain exposure to the diverse facets of international business while visiting countries at different stages of economic development. While in Europe and North Africa, students visit major multinational organizations and locally-run businesses as well as meet with public officials responsible for economic policy in order to build a well-rounded understanding of the global market. Students have the opportunity to learn from and exchange their observations with experts from ACM as well as distinguished on-site scholars and local guides.

### **Mediterranean Basin**

- **ARCH 385:** Greek and Roman Archaeology
- **ARH 385:** Ancient and Medieval Classical Art and Architecture
- **CCS 385:** Cultural Identities in Mediterranean Europe
- **HIS 385:** Ancient and Medieval Mediterranean Cultural History
- **REL 385:** From Polytheism to Monotheism, The Early Christian Period in Italy, & Greece

The Mediterranean Basin January Term Traveling Seminar is designed for students interested in an academic and cultural experience in France, Italy, and Greece. Students build visual literacy in the history of art and archaeology as well as examine philosophical literature of the Mediterranean Basin from Antiquity to

the Middle Ages. The seminar cultivates students' abilities to synthesize cultural, historical, political, and social information as it relates to the visual arts. The experiential learning component consists of a series of site visits made by academic experts from ACM in addition to local guides and faculty in the field of history, art history, and archaeology.

### **Mediterranean Ecology**

**BIO/ECO/ENV 365:** Biodiversity and Conservation Politics in the Mediterranean Basin

Throughout this course, students will examine the origins and drivers of the today's Mediterranean biodiversity and review some of the up-to-date studies about its current situation. Students will also identify the most prominent threats to the future of Mediterranean biodiversity including mainly human-derived practices with direct impact such as warfare, urbanization, deforestation, desertification and intensive agriculture in addition to the indirect projected consequences of the slow on-set of global climate change. The course includes encounters with local, regional and multinational political actors to explore their opinions and contributions to conserve the wealthy Mediterranean natural heritage. This course is tailored to general science students. As such, it assumes a minimum knowledge of basic concepts in ecology, environmental science, earth science, biology, or any other equivalent natural science.

### **North African Studies**

- **REL 345:** Religious Radicalism: North Africa as a Case Study
- **REL 355:** Judaism in Islamic Land
- **REL 365:** Understanding Islam
- **HIS 355:** Islam and the West: A Historical Perspective
- **HIS 365:** History and Politics of North Africa
- **POL 365:** History and Politics of North Africa
- **SOC 365:** Human Rights in North Africa

The North African Studies Traveling Seminar is designed

for students interested in learning about the major issues multi-ethnic, predominantly Islamic, and developing countries contend with. The Seminar will expose students to diverse and sometimes opposed views to these major issues. During the three-week seminar students will visit six cities and will attend daily lectures and meetings with distinguished scholars and practitioners in regards to culture, human rights, politics, and economic development.

### **Psychology of Peace and Conflict in the Mediterranean**

- **PSY 370:** Multicultural Psychology
- **PSY 385:** Psychology of Peace and Violence
- **PSY 390:** Psychology of Divided Societies
- **PSY 595:** Special Topics in Psychology - Graduate Seminar
- **SOC 390:** Sociology of Divided Societies
- **CCS 390:** Empires, Colonies, Hegemony
- **HS 425:** Special Topics in Human Services

The Psychology of Peace and Conflict in the Mediterranean Seminar is designed for students interested in an academic and cultural experience in Morocco, Spain, France, and Gibraltar. This program is cross-listed and welcomes students from the psychological and sociological sciences as well as interdisciplinary studies. This course traverses history as a necessary backdrop to further explore the contexts students will occupy experientially through travel. Through contextualized perspective taking, the course study will forge ecologically grounded connections between violence at multiple levels (interpersonal, within group, between groups and sociocultural on a grander scale). By more deeply understanding violence and its impacts, the psychologically, sociological and political results will be interrogated through an interdisciplinary lens in order to imagine conflict resolution and peace processes for communities that widely remain erased, or oppressed in Morocco, France and Spain. The psychology of political decision making as it applies to international relations and the legacy that

determines peace efforts will also be surveyed across cultures and countries.

### **Spanish Language and Culture**

- **SPA 101-102:** Beginning Spanish I & II
- **SPA 201-202:** Intermediate Spanish I & II
- **SPA 301-302:** Advanced Composition and Conversation I & II

The Spanish Language and Culture January Term Seminar is hosted by the International College of Seville (ICS) and is designed for students wishing to deepen their understanding and appreciation of Spain. For over three weeks students will live with local Spanish hosts in Seville, enroll in intensive Spanish language courses, and participate in cultural activities such as flamenco shows, cooking classes, city walking tours, boat cruises, tapas tastings, and even a special New Years Eve dinner. Faculty members, as well as local guides and specialists, will deepen students' understanding of the people, customs, and culture of Spain in a hands-on, experiential learning environment.

### **Sports & Society in Europe**

**BUS 365/CCS 365/ SOC 365:** Sports & Society in Europe

The Sports & Society in Europe January Term Traveling Seminar is designed for students interested in an academic and cultural experience in England and Spain. Students will explore key concepts and aspects of the competitive international sports industry, the development of professional sports into a global business, and the strategies and business science behind sports management in an increasingly globalized economy. The experiential learning component of this course consists of site visits to local and multi-national organizations and academic lectures and briefings by experts, on-site scholars, and industry professionals.

## **Theatre Alive**

**ENG/LIT/THE 385:** Theatre Alive - Theatre in Ireland, Stratford-upon-Avon, Oxford, and London

Plays and playwrights are not bound by time or geographically drawn borders. They speak to each other and influence each other across time and space. This course will focus on major playwrights, both historical and contemporary, of three such great theatrical traditions – those of England, France, and Ireland. From Shakespeare to Moliere to writers like Synge and O'Casey, we will look at what made those playwrights so influential in their own time as well as how they continue to influence contemporary writers. We will look at plays as literature on the page, and in performance on stage, as they are meant to be encountered. We will also visit key historical sites to greater understand the political and intellectual circumstances in which these writers were working and in which their successors continue to work. Special attention will be paid to Shakespeare as a writer for the stage and a man of the theatre, with visits to theatres to hear and see plays, backstage tours, and critical discussions of directorial, design, and acting choices. Plays to be studied include Timon of Athens, Tartuffe, and others to be determined.

## **Wine, Gastronomy, & Sustainability of the Mediterranean**

- **BUS/WS 306:** The Global Wine Industry
- **GEO/MKT/WS 303:** Regional Wine Trade and Economics
- **HSP/WS 307:** Wine and Food Pairing
- **MKT/WS 302:** Wine Marketing and Analysis
- **ENV/IR/GEO 375:** Environmental Security and Sustainability in the Mediterranean Basin

The Wine, Gastronomy & Sustainability of the Mediterranean J-Term Seminar focuses on the appreciation of gastronomy and wine while exploring regional and local delicacies. Students will learn to appreciate how these products are produced, understand how it impacts the environment, and will begin to recognize how our consumption choices may be a potential solution or hazard to the global environmental crisis.

# Graduate Degree Programs and Courses

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All courses are 3 credits unless otherwise noted. Some courses are cross-listed across disciplines and may be used to fulfill multiple core curriculum requirements. Courses with an FRE, SP, or ARAB discipline are conducted either in French, Spanish, or Arabic, some of which are cross-listed with non-language disciplines. 300-level language courses or higher require previous completion of the 202 academic level prior to enrollment.

## Course Code Key

ANT Anthropology	ARC Archaeology	ARH Art History	ART Art	BUS Business
CCS Cross Cultural Studies	COM Communication Studies	CUL Cultural Studies	ECO Economics	EDU Education
ENG English	ES Environmental Science	FRE French	GEO Geography	HIS History
HSP Hospitality Management	IR International Relations	LING Linguistics	LIT Literature	PHI Philosophy
POL Political Science	REL Religious Studies	SP Spanish	THE Theater	WS Wine Studies

## Master of Arts in French Studies

The Master of Arts in French Studies (MAFS) at The American College of the Mediterranean is a one-year program that offers students the unique opportunity to earn an American MA degree in France. Situated in Aix-en-Provence near the Mediterranean coast, ACM's program unites mainland French with the Francophone countries of North Africa, ensuring that students are exposed to the rich diversity of the French language and culture. The MA in French Studies prepares students for a variety of public and private careers in the international sector and provides them with a foundation to continue their education at the doctoral level. Upon completion, graduates of the program will have the capability and tools to teach French in colleges and universities or they may pursue careers in business or government agencies.

Candidates for the MA in French Studies can choose to specialize in one of the following tracks:

- **French and International Studies (FIS):** French language for use in international contexts in both the public and private sectors
- **The Francophone World (FW):** Study concentrated on the French language as it is used in other French-speaking countries (North Africa, Central Africa, the Caribbean)
- **Contemporary French Literature (CFL):** Traditional curriculum with a focus on more avant-garde literature
- **Teaching French as a Foreign Language (TFFL):** Practicum and analysis

Each of these tracks will provide opportunities for students to do coursework in related disciplines such as art, international relations, political science, history, or sociology.

## Courses

During this year-long program (summer term, two semesters plus January Term), candidates will take seven three-credit courses along with a Master's Seminar and an intensive traveling seminar that unites both the language and cultural components of the program while affording students the opportunity to experience Francophone and Mediterranean Studies on a multinational level. All students, regardless of their track, are required to take the Master's Seminar, the J-Term Traveling Seminar, and the Research Methodology course.

### Semester 1 (13 Credits)

All candidates will enroll in four 500-level courses: The Master's Seminar (4 credits), an internship (3 credits) related to their chosen track, and two courses (6 credits) from the following fields, according to their selected track:

- Linguistics
- French Society and Political Structures
- Second Language Acquisition and Usage
- International Relations
- North Africa and Colonial History
- Francophone Literature

### January Term (3 Credits)

Candidates choose from the following options:

- French and International Relations (FIR): American Diplomacy
- The Francophone World (FW): Europe and the Islamic World
- Contemporary French Literature (CFL): Great Cities
- Teaching French as A Foreign Language (TFFL): American Diplomacy, Europe and the Islamic World, or Great Cities

## Semester 2 (13 Credits)

All candidates will enroll in four 500-level courses including the Master's Seminar: Methodology course (4 credits) plus either a research internship (3 credits) and two courses (6 credits) from the fields below or no internship and three courses (9 credits) from the following fields, according to their selected track:

- Linguistics
- Discursive and Creative Writing in French
- Second Language Acquisition and Usage
- European History
- Literature and Popular Culture

## Summer (3 Credits)

Candidates enroll in one course centered on French language and culture.

## Final Research Thesis (4 Credits)

Students in their final semester will choose a subject and advisor for the Final Research Thesis Project. The candidate's thesis will be supervised by their faculty advisor with additional oversight from the French department. Oral defense of the thesis will be conducted in front of the MA in French Studies committee at the end of the term.

**Total = 36 Credits**

## Thesis

During the first two weeks of the second semester, candidates will determine a thesis topic that they will ultimately submit at the end of the term/year. The subject will be determined in collaboration with an advisor from the French department. Students must successfully defend their thesis to the MA in French Studies Committee in an oral presentation in order to obtain their degree.

## Core Courses

**FRE 588: Master's Seminar: Critical Thought** - The Masters of Arts in French Studies seminar includes all students enrolled in the Master of Arts in French Studies, no matter what their concentration is (Teaching French as a Foreign Language, Contemporary French Literature, Francophone World or International Relations). It is taught entirely in French and organized around the notion of "Critical Thought" through different perspectives: Sociolinguistic, Literary, Historic and Composite (Individual). It is composed of 4 units of 6 sections each. Each unit is taught by a different professor specializing in that specific domain. In this course, the notion of « Critical Thought » is envisioned as the capacity to develop one's own thought from multiple external sources of knowledge and direct personal experiences.

**FRE 589: Master's Seminar: Methodologies** - The Masters of Arts in French Studies seminar includes all students enrolled in the Master of Arts in French Studies, no matter what their concentration is (Teaching French as a Foreign Language, Contemporary French Literature, Francophone World or International Relations). It is taught entirely in French and is organized around the notion of "Methodology" envisioned according to different perspectives: Writing of university works, collection and analysis of given texts, Roland Barthes: a single "method" for approaching society, Don Juan's "method:" a French critical mind. The seminar is composed of 4 units with 6 sections each. Each unit is taught by a different professor specializing in that specific domain.

**FRE/LIT/ART 511: Crossing Spaces in the Intercultural Context** - In this course, we will reflect on how the works of contemporary writers and artists - whose subjects relate to a) Outdoor Space, b) the Body c) the Other and d) the World - can help the students to better apprehend and understand/comprehend their study abroad experience and particularly their encounter with French society here in Aix-en-Provence. That is the primary

question to be resolved for this class. Students will be requested to read excerpts from two literary reference texts: "Espèces d'Espaces" by novelist Georges Perec and "L'Espace du dedans" by poet Henri Michaux. Along with these texts, we will explore supplemental readings and the works of contemporary artists. (visual artists, playwrights, choreographers). We will develop each topic by taking into consideration the comprehension of sociocultural phenomena constituting the students' new environment.

**FRE/LING 512: Contemporary French: The Linguistics of Everyday Language** - The purpose of this course is to understand the use of French in today's daily practices or in specific social fields including but not limited to: informal speech, new words and slang, language used in advertisements, and political discourse. Students aim to understand the operations of interpretations of speakers and to articulate the organization of language (signs, lexical relationships) and real linguistic practices (situations of real-life statements). In addition, this course puts students in direct contact with the practices of French in today's society, and how linguistics can help us to better understand and thus better utilize the multiple forms that words take. This course takes advantage of the opportunity of students' linguistic and cultural immersion (and all the possibilities of direct observations and investigations they represent) to develop the speaking proficiency of the students.

**FRE 501: Translation & Structure I: From Colloquial to Literature** - This course is designed to provide advanced instruction and supervised practice in translation from English into French and from French into English. During the course, students will be working with texts of moderate to high difficulty. Several text typologies will be entertained: different extracts from novels, short stories, and poems in both languages. The course includes both theory and supervised practice of translation. Using the selected texts, we will explore the challenges linked to the place of the individual in contemporary society: identity and family relationships, identity and relationships with others,

social condition, normalcy and collective consciousness. These challenges become especially apparent in the study and practice of translation, as students will come to realize during the semester.

**FRE/HIS/EDU 591: Acquisition of the French Language: History and Perspectives** - Any student's main cognitive activity is learning. Despite its familiarity, this word refers to an extremely complex phenomenon. This course asks students to step back and ask the question: "What happens when I'm learning French?" How to study efficiently to meet my goals? How, knowing explaining is the highest level of understanding, would I teach if I were an instructor?" In this general context, learning a foreign language is yet a specific process. But what is a language? What do we learn in a foreign language classroom? How do the various methods used to teach a foreign language reflect the beliefs of a time? Why would the history of the language matter in all that? We will reveal a wider understanding of our own practices as learners, more specifically as learners of French. More than a theoretical exercise, they will also be asked to put their ideas into practice. As they question their preconceptions, students are challenged to reconnect to their daily intellectual lives, which fosters a sense of higher understanding & overall logic.

**FRE/LIT 514: French and Francophone Literature: A Dialogue** - This course will reflect on and explore the incessant dialogue(s) between literary expressions of the French language. Indeed, we find in this field, French authors and authors coming from countries formerly of the French colonial empire, consisting of North Africa, Central Africa, Indochina, or DOM-TOMs. How does one approach these relationships today, during the time of postcolonial studies? How does one assess the contradicting problems of these relationships? Who are the authors that, within their personal methodology, and thus, of their literary space, record and allow one to rethink these relationships in extreme complexity? The question of identity will establish the transversal link between the works and the problems studied. Students will read and discover a large variety of types of texts:

short stories, novels, and poetry from different sources of origin such as: Algeria, Senegal, Guadalupe, Indochina, and France.

**FRE/LIT 540: French Children's Literature: Exploring Language, Culture, and Society** - This course focuses on the way French children's literature explores the creativity of language (with wordplay, for example) and the interaction between text and illustrations, while giving us an historical glimpse of French culture and society and of the underlying value system that pervades children's literature. We will study classics (*Le Petit Prince*, Charles Perrault's fairy tales, *la Comtesse de Ségur*) and more contemporary texts (Marcel Aymé, Daniel Pennac, Sempé) to offer a comprehensive view of this literary category. The very varied books selected for this course aim at demonstrating how this literature touches on numerous literary genres and traditions.

**FRE/LIT/LING 583: Writing in Provence: Literature & Regional Culture** - This course uses contemporary and modern literary, written, and visual works that celebrate Provence, depict encounters with inhabitants and travelers in the region, and define light forms of resistance. Literary works will be used as a way to better understand students' immersion in Provence while specifically working on developing the students' French language skills. Students will be invited to read and write personal and singular experiences in Provence guided by their inspiration from Provençal authors. They will discover literature works of Marcel Pagnol, Jean Giono, René Char, Jean-Claude Izzo, Maylis de Kérangal, Jacqueline de Romilly, Albert Londres, James Sacré and Stendhal. In addition, they will watch films from famous and well-celebrated French directors such as Marcel Pagnol, Robert Guédigian, Jean-Paul Rappeneau and Claude Berry, as well as documentaries from Joëlle Gardes. Different themes will be developed so that students understand how their time in Provence provides them with deep reflection on how they fit into in a particular place and in a specific space.

**FRE/POL 576: Contemporary French Identities** - This course, entirely conducted in French, is dedicated to the study of *French Identities*, that is, the social, cultural and political diversity of contemporary France. We will consider the ideals that the French tend to agree on or converge towards, as well as what the subjects over which there are continuing tensions and which challenge the ongoing writing of the French 'National novel'. Three main themes will be tackled: French politics today and its history; the question of racism, islamophobia and anti-Semitism; and immigration/refugee issues. The French situation cannot be properly understood without an understanding of the larger European framework. The three main themes will, therefore, also be considered from the European perspective. This should help students better evaluate what is specific to the French case and what is not. In addition, a comparative European-USA approach will provide students with further frames of analysis. Interviews will be conducted by groups of students thus providing rich empirical data to be analyzed and put into perspective in class. During the course, students will acquire a better understanding of the French 'Republican ideal' and the meaning of secularism for the French.

**HIS/FRE 528: Provençal History Through its Monuments** - Provence is a unique geographical space: a vast opening on the Mediterranean Sea, with a very contrasted climate and vegetation often threatened by wildfires. This space often explains the human organization of landscapes. The history of Provence is very rich and very ancient, and has put in place a complex cultural region, at times mixed with continental and Mediterranean, Greek, Gaulois, and Roman, along with today's relationships with other countries of the Mediterranean basin. This course approaches the history of Provence under an artistic (painting and sculpture) and architectural angle where the different monuments studied will be used as a foundation for the understanding of Provençal civilization.

**ART 520: Picasso, Matisse and the Mediterranean** - Cézanne, van Gogh, Matisse, and Picasso, the 'greats' of modern art, all spent significant time in the south of France. This course seeks to understand the development of modernism by exploring its Mediterranean origins. How did Mediterranean myth, history, and culture shape artistic production in the later 19<sup>th</sup> and 20<sup>th</sup> centuries? Special emphasis is placed on landscape and the nude as responses to the effects of Mediterranean sunlight and the traditional culture of the Midi (for example in bathing motifs), industrialization, colonialism, regionalism vs. nationalism, and an emerging tourist industry intent on exploiting a vision of the south as an exotic Arcadian paradise. The aim of this course is to help students gain a deeper understanding of art by exploring the origins of modern art in the south of France. We will consider the ways in which the work of avant-garde artists was shaped by ideas (both real and imagined) of the Mediterranean. Drawing on historical and literary sources, students will become familiar with the social, political, and economic background that led artists to seek out the south and choose southern subjects and themes. The innovative treatments of these themes will be examined in terms of a Mediterranean region conceived of as exotic and primitive, giving rise to such artistic movements as fauvism and cubism. Of special inspiration to Picasso and Matisse, the area's classical past and proximity to the 'Orient' will also be discussed.

**ART 582: Cézanne and van Gogh** - An in-depth study of the work of Paul Cézanne and Vincent van Gogh. The purpose of this course is to provide opportunities for students to look more deeply into individual works of art, and to encourage them through their sustained, patient looking to discover the formal relationships that structure and reveal a work's enduring presence. In addition, this course aims to: provide students with a comprehensive and nuanced presentation of Cézanne and van Gogh within the context and evolution of 19<sup>th</sup> century painting; to model and encourage how to write more specifically and effectively about formal relationships that define the particular character of each work; and to explore the

coherent, living order of a masterwork that continues to reveal new aspects of its being (in the sense of Aristotle's *Energeia*) to each succeeding generation of observers.

**BUS 503: Intercultural Management** - This course is designed to introduce students to concepts and fundamentals of international management. The course will consider aspects of management within an international and culturally complex environment, while considering the business influences within the global workplace. Students with or without prior international management knowledge will benefit from the course. Organizational effectiveness demands that personnel do the right things efficiently. Therefore, the role of management is to strive for and maintain the goals of the organization. Being an effective manager is not just telling others what to do. It is also about effective leadership, training, and communication. Having effective managers can be a cost saving tool for all organizations of all sizes. Corporation executives, supervisors, and managers are aware of the importance of and difficulty in finding and retaining highly skilled employees (a time-consuming role of management).

**HIS 501: European History: 1870-1918** - This course examines the major social, economic, political and diplomatic developments in European history during the so-called long nineteenth century, meaning the period from 1789 (the start of the French Revolution) to 1918 (the end of the "Great War," World War One). This course will cover the period 1789-1918. It will concentrate primarily on the historical experience of France, Germany, Britain, Italy, the Ottoman Empire and Russia with occasional attention paid to other European nations. The course attempts to balance political, social, and cultural history. The different topics will be covered on the basis of the study of text extracts, maps and pictures (paintings, cartoons...).

**HIS/IR/POL 521: Contemporary Politics of the Middle East** - This course is an introduction to contemporary Middle Eastern politics. The main objective is to provide students with historical background and theoretical tools

to address the main issues facing the region. The course tackles the following core themes: The persistence of Authoritarianism in the region, the context and reasons that led to the “Arab spring,” what accounts for the prominence of Political Islam, the structural reasons behind the region economic underdevelopment, the prospect for liberal or illiberal democracy in the region, the international spillover effect of the region’s instability, and the roots of the Israeli/Palestinian conflict and its prospects.

**IR/POL 503: International Relations** - International relations encompass more today than just relations between governments. This course will place the emphasis on the various actors in international relations. Central to the course are utilizing the advantage of living abroad for a semester. This includes following closely current events and attending local conferences. Students will write short papers and give presentations, while reading assigned texts and drawing frequently on Franco-American relations as a case study.

**IR/COM 516: Media and Conflict** - The course will provide a structured approach to address different media systems. It will explore the dynamics of news, politics, conflicts and freedom of the press. Focusing on ongoing, international crises of global importance, we will examine how various international media report on topics including armed conflicts, human rights abuses. We will study the dynamics governing news media environment and structures. We will try to understand why different audiences from different cultural spheres perceive the same news in sometimes a diametrically opposed way. We will examine the rich arsenal of repression tools used by authoritarian and even democratic regimes to suppress press freedom or spin news to their advantage. We will look at the ways and means by which courageous journalists try to circumvent these obstacles.

**PHI/POL 512: Political Ethics** - From the perspective of selected topical issues of politics and society, students will be encouraged to develop an enhanced critical awareness of how major political and social thinkers in

the past have treated the relationship between individual and society. The course will thus include the study of prominent texts in moral and political philosophy (from Plato and Aristotle to authors of the twentieth century), but it will also aim directly to improve students’ analytical skills for understanding conflicts that commonly arise in the practice of citizenship, while also helping them to develop a finer appreciation the significance of social change and of cultural diversity, in an emergent global society.

**POL/IR 508: Geopolitics of the Mediterranean Basin: Security in a Diverse Region** - France is both a founding member of the European Union and an historic and active actor in the Mediterranean basin. Aix-en-Provence was founded by a Mediterranean people – the Romans, in support of another Mediterranean people – the Greeks. Living and studying in Aix-en-Provence gives students first-hand experience of one of the many identities that encompass the Mediterranean basin. This culturally diverse region has been connected for millennia by a shared geographic space. It has created some of the greatest monuments to human intelligence and creativity, and at times has been a cauldron of violence and instability. Students will read texts on the geopolitical issues facing the countries of the Mediterranean basin today as well as analyze contemporary policies to have a better understanding of the future of this fascinating region.

**LIT 525: The European Novel** - During the nineteenth century the realist novel had become the dominant form for depicting an evolving society and its mores. As the twentieth century dawned, would-be novelists began questioning the codes of realism and experimented with new techniques to explore more authentic versions of individual and social experience. The European novel in the twentieth century casts doubt on traditional elements of the novel form: an eventful plot and stories of dramatic adventure, the heroic protagonist, an omniscient reliable narrator, a purely rational approach to human psychology, and the capacity of language to capture the real. In this course, we will consider the evolution of the

novel looking at some of the major social, philosophical, and literary developments of the twentieth century: from point of view, verisimilitude and "impressionist" thought through existentialism and its aftermath to the open-ended approach as the *reader* becomes the subject of the author's work.

**FRE 541: Internship** - During the fall semester, and during the spring semester if they choose, students may be placed in internships in various organizations or businesses in the immediate region, that correspond to the students' chosen track of study. Students will receive three credits for their internship submitting regular reports to their advisor.

**FRE 542: Research Internship** - During the spring or summer terms students may elect to do a research internship to help inform their master's thesis. This is particularly recommended for students who select the track "Teaching French as a Foreign Language." These students seek out organizations (public or private schools, institutions) at which they may interact with students and professionals and collect data to aid specifically in their thesis research.

**FRE 599: Final Research Thesis – 4 credits** - Students in their final semester will choose a subject and advisor for the Final Research Thesis Project. The candidate's thesis will be supervised by their faculty advisor with additional oversight from the French department. Oral defense of the thesis will be conducted in front of the MA in French Studies committee at the end of the term.

### January Term

**ANT 501/COM 575/LIT 575: The Great Cities of Europe in Literature and Visual Arts Traveling Seminar** - This course will explore the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilization. Literature and the arts will serve as our focal point. We will concentrate primarily on the late nineteenth-century up to the contemporary setting, more specifically on Rome, Aix-Marseille, Paris, Amsterdam, and Prague. We will explore a variety of media: poetry, novel, cinema and the fine arts. Students

will improve their capacity for rigorous, extended critical evaluation and build upon their foundation for critical discourse that will serve to prepare their research towards a Master's Thesis. This course is interdisciplinary in nature.

**ARH 595/CCS 595/FRE 595/HIS 595/POL 595/REL 595/SPA 595: Europe and the Islamic World Traveling Seminar** - The Traveling Seminar is designed for students interested in an academic and cultural experience in France, Morocco, Gibraltar, and Spain. The academic component consists of a series of briefings from leading European academic, literary and political personalities and experts on the European relationship with the Islamic world. Participants will spend 19 nights in 14 cities and will attend daily lectures and meetings with distinguished scholars in addition to local guides and experts in the field of politics, art history, history and culture. Special emphasis will be placed on the importance of North African immigration to Europe and its current socio-cultural implications. This course is interdisciplinary in nature.

**CUL 545/IR 545/POL 545: American Diplomacy in Action - U.S. Engagement in the 21<sup>st</sup> Century Traveling Seminar** - This J-term is for students interested in learning about modern American diplomacy and the people who make it happen. Students will go behind the scenes at U.S. embassies in Europe and North Africa to meet U.S. diplomats at the forefront of American engagement. Cultural visits, Embassy briefings and academic lectures by scholars and resident experts will place U.S. policies in their historic and geographic context, provide real-world examples of how American diplomats work, and explore the economic, security and environmental issues they face. Students will combine political analysis of U.S. foreign policy with cultural and historical considerations, and will contrast multilateral and bilateral diplomacy and analyze the U.S. approach to both. In addition, students will integrate organizational and bureaucratic elements into their analysis of U.S. diplomacy. This course is interdisciplinary in nature.

**ARH 595/CCS 595/FRE 595/HIS 595/POL 595/REL 595/SPA 595: Europe and the Islamic World Traveling**

**Seminar** - The Traveling Seminar is designed for students interested in an academic and cultural experience in France, Morocco, Gibraltar, and Spain. The academic component consists of a series of briefings from leading European academic, literary and political personalities and experts on the European relationship with the Islamic world. Participants will spend 19 nights in 14 cities and will attend daily lectures and meetings with distinguished scholars in addition to local guides and experts in the field of politics, art history, history and culture. Special emphasis will be placed on the importance of North African immigration to Europe and its current socio-cultural implications. This course is interdisciplinary in nature.

**ARC 585/ARH 585/CCS 585/HIS 585/REL 585: Mediterranean Basin Traveling Seminar** - This January Term Traveling Seminar promotes visual literacy in the history, art and archaeology as well as philosophical literature from the Mediterranean Basin from Antiquity to Middle Ages and the Renaissance period. It cultivates strong research and critical thinking skills, and develops students' abilities to synthesize cultural, historical, political, and social information as it bears upon the visual arts. The academic component consists of a series of on-site studies made by academic experts from ACM in addition to local guides and experts in the field of history, art history and archaeology. This course is interdisciplinary in nature.

**ENG 585/LIT 585/THE 585: Theatre Alive: Theatre in Ireland, Stratford-upon-Avon, Oxford, and London**

- The purpose of this course is to provide a college-level introduction to Shakespearean drama that will be stimulating, challenging, and enjoyable. Classes will be primarily discussion. Special emphasis will be placed on close reading, character development, poetry, and major themes. We will also visit key historical sites in order to better understand the political and intellectual circumstances in which Shakespeare was writing. Special attention will be paid to Shakespeare as a writer for the stage and a man of the theatre, with visits to theatres to hear and see plays, backstage tours, and critical discussions of directorial, design, and acting choices. We

will read four plays, there will be quizzes over the reading assignments, and students will write two essays, two-three pages in length. This course is interdisciplinary in nature.

**ARH 525/CCS 525/HIS 525/REL 525: Religion, Art, and Architecture Traveling Seminar: Abrahamic Religions and their Places of Worship** - The January Term Traveling Seminar is designed for students interested in an academic and cultural experience in Morocco, Spain, and Israel. The program is a comparative study of the three Abrahamic religions; Judaism, Christianity and Islam. It examines the religions' shared aspects as well as distinct elements. The course compares the three religions and examines the way these three major traditions impact the modern West and the Middle East specifically. Special attention will be given to the city of Jerusalem, where students will study and explore Jewish, Christian and Islamic holy sites. This course is interdisciplinary in nature.

**ES 575/IR 575: Environmental Security & Sustainability in the Mediterranean Basin** - Humanity has been present in the Mediterranean basin for millennia. Today, it is home to nearly 500 million people and some of the highest levels of endemic biodiversity in the world. Yet we can already witness how climate change and other more recent environmental ills are having serious impacts on human wellbeing and wildlife. Increased temperatures, decreased precipitation, drought, and rising food prices can stress political and social stability. While pressure on terrestrial and marine wildlife habitat and species from human disturbances, a changing climate, invasive species among others can seriously affect local economies. This course will first examine the nature of these impacts, their causes, and the role they play in regional security. Second, the course will examine the many efforts taking place to address these environmental and societal concerns. Emphasis will be placed on issues such as climate change mitigation/adaptation, sustainable agriculture/food security, habitat destruction/wildlife conservation, water management/desertification, energy production and GHG emissions, as well as other efforts in sustainable development. Visiting international institutions, businesses and think tanks from Rome to Malaga, we will

explore the different efforts, initiatives, policies and perspectives around the Mediterranean basin. This course is interdisciplinary in nature.

**BUS 502/BUS 506/ECO 503/GEO 503/HSP 507/WS 502/WS 503/WS 506/WS 507: Wine, Gastronomy, and Tourism of the Mediterranean** - The wine industry continues to develop as a global market force and France has long been considered the heart of wine production. Traveling to several Mediterranean wine regions, this seminar examines the individuality and expression and compares the wine, gastronomy and tourism industry in both France and Spain. Topics include the international influence of the wine market, globalization of wine, economic and trade aspects, gastronomical tourism, enotourism, along with cultural influences. Students will have the opportunity to speak directly with winemakers, vineyards, wine associations, retailers, restaurateurs, tourist organizations to fully experience the vast diversity of the wine industry.

## Master of Fine Arts

The American College of the Mediterranean offers a two-year MFA degree program for painting in Aix-en-Provence, France through its Marchutz School of Fine Arts. The 60-credit program is conducted in English and accepts artists of diverse interests and backgrounds. The program combines daily studio work, seminars, museum studies, field studies throughout Europe, professional internship opportunities, and a low-residency option. The program culminates in a Thesis Project which includes a public presentation of an original body of artwork.

### Mission

Seeing, synonymous with discovery, recognition, and discernment, is a core value of The Marchutz School of Fine Arts. The mission of the MFA program is to link contemporary artist concerns to a study of the visible world and to give students a cross-cultural viewpoint through extended study in the museums and galleries of Europe and the Mediterranean Basin.

## Focus of the MFA Program

- Emphasizes the combination of studio arts process with liberal arts learning
- A comparative discipline of observation, perceptual analysis, and extensive museum and art historical study
- Accentuates cross-cultural viewpoints through extended study in the cities, museums, and galleries of Europe and the Mediterranean Basin
- Students form a coherent critical platform and an arts management process by which to present their work
- Integrated apprenticeship courses in studio art education models

## Chronology of Studies

Upon acceptance and in consultation with an advisor, MFA students present a two-year study outline accentuating their focus including a studio plan, criticism research, thesis development, and proposed locations for independent study.

First-year students work on campus in Aix-en-Provence, France, maintaining a daily open studio practice in their chosen discipline, while concurrently developing independent critical, aesthetic, and art historical research with core faculty advisors. Students are expected to participate in weekly seminars, multi-city field studies, critiques, museum studies, and liberal arts inquiry.

During the second-year, candidates may complete the program in Aix-en-Provence, or take advantage of the program's low-residency option to work off-campus. Thesis work can be completed in specific partner locations like Paris, Giverny, New York, Barcelona, and Morocco, or, with approved artist teachers, students may work from their home region through a low-residency format.

Throughout the program MFA candidates' work is evaluated in peer and faculty critiques as well as by visiting artists. Final evaluation and approval is conducted by the MFA Faculty Committee.

## Faculty Advisors

Each MFA student is assigned one studio faculty member and one liberal arts faculty member to oversee and guide the student through the two-year study proposal. Advisor meetings are scheduled three times each semester to present studio work, critical studies portfolio, liberal arts portfolio, and journals for review.

Midterm and final grades from professors of content courses will also be reviewed. Continuation in the program is contingent on a positive review from both faculty advisors at the end of each semester.

## Drawing and Painting (20 Credits)

One of the most important aspects of the program is the accentuation of the three disciplines of drawing, painting, and sculpture and their inter-relationship. Although students concentrate on painting, it is imperative that they experiment with all three. Drawing I and II are prerequisites for all MFA thesis work. The MFA curriculum is based upon the principle that drawing is at the basis of all good painting and sculpture. In the first year, all students are required to enroll in Drawing I and II and receive credit before beginning their Thesis Practice and Project.

The painting and sculpture contact courses take place at the Atelier Marchutz, a light-filled space conceived by French architect Fernand Pouillon. Students work together in this common space with painting instructors and are also expected to work independently during the week.

## Critical Studies (9 Credits)

The Critical Studies courses are seminars in which students and faculty read and discuss criticism essays, artists' writing on art, and philosophical texts.

They include field studies to museums, artist studios, and galleries. Critical Studies I and II accentuate an overview of critical thought from past generations which will be

used as a springboard for Critical Studies III in which a contemporary analysis in conjunction with each student's thesis project will culminate in a final 15-page paper to accompany the studio work.

## Thesis Practice and Thesis Project (10 Credits)

In year two students will, in concert with their faculty advisors, propose and execute a body of work in a purposeful manner which will culminate in a final, public exhibition to be determined and approved by the final exhibition committee.

## The Journal

A journal documenting all aspects of the Critical Studies component, Thesis Practice, and Thesis Project is a requirement for all students. Part of the final exhibition presentation will consist of a collation and presentation of the journal work covering the entire two-year process. The final journal presented at the final exhibition can and should take a form that is consistent with the underlying theme of the thesis project presentation.

## Art History (6 Credits)

A range of art history thesis inquiry courses are offered to the MFA student at ACM. Students choose two inquiry courses that coincide with their study outline and future thesis practice and project. 6 credits (two courses) of Art History Inquiry are required, with each course including a research paper assigned at the graduate level. Inquiries include the following:

## Electives (6 Credits)

Although most studio work will be in conjunction with the student's concentration, students must choose two studio art electives at the graduate level from the list below that are not in their major field of study.

## Language and Culture (6 Credits)

All candidates are required to take at least 6 credits of language and culture courses from the French and Language Department at ACM – French, Spanish, or

Arabic. When feasible, students are encouraged however to participate in 12 credits of language and culture.

### Critiques and Visiting Artist Seminars

In addition to two critiques per semester by faculty members, students participate in Visiting Artist Seminars including local and international visiting artists who are invited to campus to participate in sessions including lectures and critiques of MFA student work. All students participate in at least one seminar.

### January Term Field Study Seminar (3 Credits)

All MFA candidates are required to attend one January field study with a study proposal indicating why and how the field study relates to their thesis proposal. Examples of different J-terms available are below and include travel to Morocco, Spain, Italy, Greece, England, and France.

### Low-Residency Off-Campus Course Work

Although students may complete the entire program on the Aix campus, students may choose to take up to 27 credit hours off campus. They may reside at ACM partner sites (Giverny, Barcelona, Paris, New York, Marrakesh) or return to their home sites in the U.S. The appointed faculty advisors from the Aix campus will coordinate oversight of their independent studies with selected artist-teachers from the specific area.

### Arts Education and Teaching Assistantships

The Marchutz School of Fine Arts unique MFA degree program has embedded within it an apprenticeship component. Through direct observation and assistantship in undergraduate studio courses, candidates may choose to embellish the direction of their independent work. As all studio art faculty know, the process of passing on knowledge is one of the most enriching experiences for their own work. Students who may eventually be interested in teaching can, upon approval, take advantage of this component within their two-year study proposal.

Students interested in teaching assistantships may replace 3 credit hours of art history and a 3-credit elective with a 6-credit teaching assistantship.

### Internship Opportunities

Internships at various museums and galleries are available for students interested in professional opportunities.

### Final Exhibition Committee

Each student will present the Final Thesis Project and Critical Studies paper to a committee comprised of the two faculty advisors and two faculty members from the major concentration. Final Exhibition contingent on committee approval.

### Resources

Students have 24-hour access to the Atelier Marchutz situated on the renowned route de Tholonet in Aix-en-Provence. In year two all students will have independent studio space as well in studios provided by ACM. Library facilities, lecture halls, classrooms, a student lounge, audio-visual equipment, and computer access are available in one of the three main buildings of ACM situated in the 17<sup>th</sup> and 18<sup>th</sup> century center of Aix-en-Provence.

### Sample Curriculum

MFA students have some flexibility in how they structure their schedule across the two years of study. The required credits are as follows:

- **Painting** - 14 credits (4 studio courses)
- **Drawing** - 6 credits (2 studio courses)
- **Critical Studies** - 9 credits (3 seminar courses)
- **Thesis Practice and Thesis Project** - 10 credits (2 thesis courses)
- **Art History** - 6 credits (2 inquiry courses)
- **Electives** - 6 credits (2 studio courses in a discipline besides painting)
- **Language and Culture** - 6 credits (2 language courses)

- **January Term Traveling Seminar** - 3 credits (1 traveling seminar course)

**Total = 60 Credits Sample**

### Schedule

- **Fall Semester Year 1 (15 Credits)**

Painting I

Drawing I

Critical Studies I

Art History Inquiry I

Language and Culture

- **January Term Electives (3 Credits)**

Traveling Seminar

- **Spring Semester Year 1 (15 Credits)**

Painting II

Drawing II

Critical Studies II

Art History Inquiry II

Language & Culture

- **Summer Term (Optional – 3 Credits)**

Elective

- **Fall Semester Year 2 (12 Credits)**

Painting III

Critical Studies III

Thesis Practice

- **Spring Semester Year 2 (12 Credits)**

Painting IV

Thesis Project, Exhibition

Elective

### Core Courses

#### Drawing and Painting

**ART 501: Drawing I** - This course emphasizes the articulation of space and pictorial syntax. Class work is based on observational study. Assigned projects address fundamental technical and conceptual problems suggested by historical and recent artistic practice

**ART 502: Drawing II** - Studio practice and theory focusing on the nature of drawing and emphasizing the development of individual students' ideas and work. Systems and conventions of drawing and visual organization are explored in public open house presentations and final critiques with faculty members

**ART 630: Painting I** - This course introduces concepts and techniques in painting related to formal elements and the relationship between those elements and content. Students will investigate color and drawing, light and volume, figuration and abstraction, and their relationship to content and form.

**ART 632: Painting II** - Further exploration of concepts and techniques in painting, with an emphasis on the individuation of the students' pictorial language in relation to perceptually based studio work and culminates in a ten-day painting field study in Venice.

**ART 633: Painting III** - Development of individual themes and technical approaches through independent studio practice is emphasized. Studio work is complemented by group discussions within Critical Studies III Seminar.

**ART 634: Painting IV** - This course focuses on the individual formative process. Research, development, and thesis formulation are done under the aegis of an atelier in conjunction with independent practices

#### Critical Studies

**ART 509: Art Criticism & Aesthetics Seminar I** - The Art Criticism seminar offers the student access to a wide variety of images (architectural, sculptural, painted, etc.). The objective of this course is to improve critical awareness and to refine judgment based on an exploration of universal principles through visual experience. The seminar focuses on the elements of form: color, value, light and volume.

**ART 510: Art Criticism & Aesthetics Seminar II** - The Art Criticism seminar offers the student access to a wide

variety of images (architectural, sculptural, painted, etc.). The objective of this course is to improve critical awareness and to refine judgment based on an exploration of universal principles through visual experience. The seminar takes students into an in-depth study of the elements of color, value, light and volume in their relation to content and form. Artworks and texts from varying periods and cultures throughout history are compared and contrasted to explore diverse issues such as the imagination, symbol in art, Zen principles in eastern art, motif, and tradition. Field studies are obligatory.

**ART 511: Art Criticism & Aesthetics Seminar III** - The Critical Studies courses are seminars in which students read and discuss criticism essays, artists' writings on art, and philosophical texts. They include field studies to museums, artist studios, and galleries. Critical studies I and II accentuate an overview of critical thought from past generations which will be used as a springboard for Critical Studies III, which accentuates modernist and postmodernist theory and will culminate in a final 15-page critical analysis paper. Critical Studies I II and III represent 6 credit-hours of critical and aesthetic analysis of multiple cultural and time period artistic achievements, 3 credit-hours of Independent research and analysis.

### **Thesis Practice and Thesis Project**

**ART 725: Thesis Practice - Fall Semester** - Independent study with faculty oversight in preparation for Final Thesis project presentation. Students will complete and present the visual portion of their thesis which is expected to be a substantial body of completed work representing artistic achievement over the span of the program. The final Thesis Project will also include a 20-page process paper describing the MFA process as well as giving a critical defense of the representative works in the final MFA Exhibition. The Process paper will include an outline and annotated bibliography. The final project will also include the presentation of journal work during the two-year process.

**ART 750: Thesis Project - Spring** - Continuation of independent study with faculty oversight in preparation for Final Thesis project presentation. Students will complete and present the visual portion of their thesis which is expected to be a substantial body of completed work representing artistic achievement over the span of the program. The final Thesis Project will also include a 20-page process paper describing the MFA process as well as giving a critical defense of the representative works in the final MFA Exhibition. The Process paper will include an outline and annotated bibliography. The final project will also include the presentation of journal work during the two-year process.

### **Art History**

**ART 520: Inquiry: Picasso, Matisse, and the Mediterranean** - Cézanne, van Gogh, Matisse, and Picasso, the 'greats' of modern art, all spent significant time in the south of France. This course seeks to understand the development of modernism by exploring its Mediterranean origins. How did Mediterranean myth, history, and culture shape artistic production in the later 19<sup>th</sup> and 20<sup>th</sup> centuries? Special emphasis is placed on landscape and the nude as responses to the effects of Mediterranean sunlight and the traditional culture of the Midi (for example in bathing motifs), industrialization, colonialism, regionalism vs. nationalism, and an emerging tourist industry intent on exploiting a vision of the south as an exotic Arcadian paradise. The aim of this course is to help students gain a deeper understanding of art by exploring the origins of modern art in the south of France. We will consider the ways in which the work of avant-garde artists was shaped by ideas (both real and imagined) of the Mediterranean. Drawing on historical and literary sources, students will become familiar with the social, political, and economic background that led artists to seek out the south and choose southern subjects and themes. The innovative treatments of these themes will be examined in terms of a Mediterranean region conceived of as exotic and primitive, giving rise to such artistic movements as fauvism and cubism. Of special inspiration to Picasso and Matisse, the area's classical past and proximity to the 'Orient' will also be discussed.

**ART 540: Inquiry: Medieval Art and Architecture** - A search for the medieval mind as it is expressed in Christian art and architecture from its earliest beginnings in the Catacombs of Rome, through the rich mosaics and domes of byzantine culture to the raising of the great Gothic Cathedrals in northern Europe. Typically includes excursions to regional sites. The Middle Ages was a thousand-year period (ca. A.D. 400-1400) during which Europe was dominated by Christianity. During this period art was used almost exclusively in the service of the Church and illustrates the deep religious fervor of the age. This course will examine the development of architecture, painting, and sculpture during this long and fascinating period in European culture which divides Classical civilization from the beginnings of the development of modern culture during the Renaissance.

**ART 541: Inquiry: Islamic Art and Architecture** - This course surveys the arts and architecture of the Islamic World from the rise of the Umayyads in the 7th century CE until modern times. It examines the social, historical and cultural contexts within which Islamic art and architecture developed. It also explores the ways in which Islamic art interacted with the cultures and civilizations it came into contact both in the east and the west. The aim of this course is to provide a basic understanding and a broad awareness of the major themes of Islamic art and architecture, of their main achievements and of their regional diversity.

**ART 542: Inquiry: Crossroads in European Art** - For the MFA candidate the historical inquiry includes all contact hour lectures as well as a research discipline in coordination with the professor and the student's two faculty mentors. This course studies the cross-cultural influences on European art from the 6<sup>th</sup> to the 19<sup>th</sup> centuries. Among the themes to be discussed are: Byzantine Art and Italy (Ravenna, Venice and Sicily), Islamic art and Europe (Spain, Sicily and Venice), the Ottomans and Renaissance art, Orientalist paintings, and Impressionism. Field studies will take us to Musée du

Louvre and Musée d'Orsay in Paris, and to Musée Granet in Aix-en-Provence.

**ART 581: Inquiry: The XIXth Century and French Impressionism** - An historical and critical analysis of French painting in the Nineteenth Century with a central focus on the birth and development of the Impressionist vision as embodied in specific works of art in relation to a contextual analysis of the movement in 19<sup>th</sup> and early 20<sup>th</sup> century art.

**ART 582: Inquiry: Cezanne and van Gogh** - An in-depth study of the work of Paul Cézanne and Vincent van Gogh. The purpose of this course is to provide opportunities for students to look more deeply into individual works of art, and to encourage them through their sustained, patient looking to discover the formal relationships that structure and reveal a work's enduring presence. In addition, this course aims to: provide students with a comprehensive and nuanced presentation of Cézanne and van Gogh within the context and evolution of 19<sup>th</sup> century painting; to model and encourage how to write more specifically and effectively about formal relationships that define the particular character of each work; and to explore the coherent, living order of a masterwork that continues to reveal new aspects of its being (in the sense of Aristotle's *Energeia*) to each succeeding generation of observers.

**ARC 509: Ancient European Art and Archaeology** - Development of European Mediterranean societies and civilizations from the arrival of the first humans up to the Roman conquest of the continent. Typically includes excursions to sites in Provence.

**ARC 510: Ancient Medieval Civilizations** - Overview of the Mediterranean basin from the first civilizations in Egypt and Middle-East up to the Roman expansion over Europe. Typically includes excursions to sites in Provence. This course deals with a survey of the Mediterranean basin and the different cultures that flourished there from the first civilizations in Egypt and Middle-East up to the Roman expansion over Europe. Particular emphasis on Southern France placed in a larger

historical, artistic and archaeological context to show the main aspects of the multiple contacts, exchanges and cultural influences between Greeks, Celts and Romans in this area.

## **Electives**

**ART 551: Contemporary Studio Inquiry and Practice: The Sacred and Profane in Art** - A Conceptual and Poetical Studio Practice Using a variety of media - drawing, painting, digital imagery, 3D and installation MFA candidates will explore the notions of the sacred and the taboo in art. The studio course will include an historical and theoretical study of these notions throughout the history of art with a prime focus on the 20<sup>th</sup> and 21<sup>st</sup> century.

**ART 565: Advanced Digital Photography** - This course is designed to reinforce the student's knowledge in photography, using digital camera techniques as a means of personal expression. Observing/capturing, editing, printing and presenting will be addressed in relation to specific subjects, intentions and aesthetic judgements. The particular study abroad experience of each student will be a main focus throughout the semester. The goals of this course are to develop students' knowledge of the origins of photography from a philosophical and practical point of view the link between this knowledge and a practical and aesthetic use of the digital camera. The course will address some modern and contemporary photography to enhance student viewpoints in relation to subject and expression. Students will be asked to question their own vision, what actually is involved in «making an image», and develop their critical sense in relation to their work and the work of their peers.

**ART 570: Creative Writing** - The creative writing process and studying abroad have much in common -- both require reflection and critical analysis in order to realize their fullest potential. Lyrical sentences, vividly rendered images, or even the most interesting set of anecdotes in the world won't take the reader far if the writer doesn't lend shape and meaning to the material. The same is true for studying and living abroad. In this class, we will focus

on an intensive writing practice and we will deconstruct and explicate various elements of the essay (particularly those oriented toward exploring a "new" culture and "self" within an intercultural context). We will explore the use of effective narrative distance and locating the narrator "on the page" in service of the story. Furthermore, we will look at how our beliefs and perspectives inform our thinking and writing, and how living within another culture challenges those viewpoints and processes as writers.

**ART 580: Arts Management** - Arts Management requires students of the arts to reflect deeply, think critically, and write extensively about their work and working process in order to strengthen their ability to clearly articulate their ideas, aims and ambitions. The goal of the course is artistic professionalization such that students, upon leaving the MFA program, are more aptly prepared to enter the competitive domain of working artists. To enter this domain means being prepared to seek gallery representation; to secure grant funding, residencies or fellowships; and/or to teach at institutions of higher learning, among other possibilities.

**ART 585: Sculpture** - How do we see ourselves? What makes us unique? How much do we communicate by facial expressions alone? Can you tell what a person is thinking by the way they look at you? What value do you place on hair? make-up? skin? What parts of your identity are associated with the way you look? How many selfies have you taken? This sculpture course will challenge master's students to use limited materials in creative ways to tell their story – or the story of someone else. What can you communicate to your audience through a three-dimensional portrait? This course will engage students with a variety of common materials (paper, cardboard, tape, wire, *plastilina* and clay) and result in an exhibition through which our class will introduce themselves or their subjects to the community. What story will you tell? The purpose of the sculpture studio course is to develop the student's capacity to look at the world, as well as themselves, and to transform that vision into art through sculpture. Students will master technical

skills which will allow them to continue their exploration of three-dimensional art into the future.

**ART 595: Architecture Design Studio** - Architecture is the art of designing spaces and experiences in built form. This studio design course will investigate the experiential qualities of architecture in and around Aix-en-Provence and at the Marchutz Art Studio, designed by architect Fernand Pouillon, to explore and develop architectural intuition. Working within the rich 17<sup>th</sup> and 18<sup>th</sup> century architectural traditions of Aix and the surrounding environs, students will use empirical study to develop a personal, authentic approach to design. This studio is designed to engage each student's perception and design abilities in the completion of a real design project: a master plan for the Marchutz school. With a boots-on-the-ground approach common in all RAW workshops, students will learn collaboratively through on-site, hands on designing and creating.

**ART 635: Ceramics** - Intended for graduate students with or without experience in ceramics or pottery. Includes instruction in ceramics fundamentals, such as an understanding and the physical preparation of materials and beginning techniques in forming decorating ceramic pieces, as well as advanced instruction in a broad array of techniques, depending on the student's individual pursuits and skill level. A course for students with beginning and advanced skills. The goal of the course is to develop the student's understanding of the materials and methods involved in the ceramic arts, and transform his/her understanding into artful ceramics pieces. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms through research and the challenges of preparation, production, alteration, decoration, and firing.

### **Language and Culture**

**FRE 101 M: Practical Elementary French I for Art Students** - This course is designed for art students who have had little or no exposure to the French language. The goal is to establish essential skills in French and to build student confidence in using them through thematic exposure to the arts and participation in French daily life.

Exercises in listening, oral expression, reading, vocabulary acquisition and grammatical clarification will improve the students' comprehension, oral and spoken interactions. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 102 M: Practical Elementary French II for Art Students** - This course is designed for art students with at least one semester of college French or 3 years of high school French. The goal of this course is to deepen the students' knowledge of their competence in French. Through listening, reading and writing exercises, through grammatical clarification, vocabulary acquisition and thematic exposure to the arts, students will develop written and oral skills and improve their comprehension and their production. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 201 M: Intermediate French I for Art Students** - This course is for art students with 2 semesters of College French. The course will deepen student knowledge of French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations and discussions in class and thematic exposure to arts. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly

change according to the students' level and the pace of the class. Class is taught in French.

**FRE 202 M: Intermediate French II for Art Students** - This course is designed for art students with at least three semesters of college French. The course will deepen student knowledge of French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations, discussions, oral presentations and thematic exposure to arts. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 301 M: Advanced French I for Art Students** - This course is designed for art students with at least 4 semesters of college French. The course will deepen the students' knowledge of French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations, discussions, oral presentations and thematic exposure to arts. In addition, the students will review and refine French grammar and syntax. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

### **January Term**

**ANT 501/LIT 575/COM 575: The Great Cities of Europe in Literature and Visual Arts Traveling Seminar** - This

course will explore the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilization. Literature and the arts will serve as our focal point. We will concentrate primarily on the late nineteenth-century up to the contemporary setting, more specifically on Rome, Aix-Marseille, Paris, Amsterdam, and Prague. We will explore a variety of media: poetry, novel, cinema and the fine arts. Students will improve their capacity for rigorous, extended critical evaluation and build upon their foundation for critical discourse that will serve to prepare their research towards a Master's Thesis. This course is interdisciplinary in nature.

**ARH 595/CCS 595/FRE 595/HIS 595/POL 595/REL 595/SPA 595: Europe and the Islamic World Traveling Seminar** - The Traveling Seminar is designed for students interested in an academic and cultural experience in France, Morocco, Gibraltar, and Spain. The academic component consists of a series of briefings from leading European academic, literary and political personalities and experts on the European relationship with the Islamic world. Participants will spend 19 nights in 14 cities and will attend daily lectures and meetings with distinguished scholars in addition to local guides and experts in the field of politics, art history, history and culture. Special emphasis will be placed on the importance of North African immigration to Europe and its current socio-cultural implications. This course is interdisciplinary in nature.

**POL 545/IR 545/CUL 545: American Diplomacy in Action - U.S. Engagement in the 21<sup>st</sup> Century Traveling Seminar**

- This J-term is for students interested in learning about modern American diplomacy and the people who make it happen. Students will go behind the scenes at U.S. embassies in Europe and North Africa to meet U.S. diplomats at the forefront of American engagement. Cultural visits, Embassy briefings and academic lectures by scholars and resident experts will place U.S. policies in their historic and geographic context, provide real-world examples of how American diplomats work, and explore the economic, security and environmental issues they

face. Students will combine political analysis of U.S. foreign policy with cultural and historical considerations, and will contrast multilateral and bilateral diplomacy and analyze the U.S. approach to both. In addition, students will integrate organizational and bureaucratic elements into their analysis of U.S. diplomacy. This course is interdisciplinary in nature.

**ARH 585/HIS 585/ARC 585/CCS 585/REL 585: Mediterranean Basin Traveling Seminar** - This January Term Traveling Seminar promotes visual literacy in the history, art and archaeology as well as philosophical literature from the Mediterranean Basin from Antiquity to Middle Ages and the Renaissance period. It cultivates strong research and critical thinking skills, and develops students' abilities to synthesize cultural, historical, political, and social information as it bears upon the visual arts. The academic component consists of a series of on-site studies made by academic experts from ACM in addition to local guides and experts in the field of history, art history and archaeology. This course is interdisciplinary in nature.

**ENG 585/LIT 585/THE 585: Theatre Alive: Theatre in Ireland, Stratford-upon-Avon, Oxford, and London** - The purpose of this course is to provide a college level introduction to Shakespearean drama that will be stimulating, challenging, and enjoyable. Classes will be primarily discussion. Special emphasis will be placed on close reading, character development, poetry, and major themes. We will also visit key historical sites in order to better understand the political and intellectual circumstances in which Shakespeare was writing. Special attention will be paid to Shakespeare as a writer for the stage and a man of the theatre, with visits to theatres to hear and see plays, backstage tours, and critical discussions of directorial, design, and acting choices. We will read four plays, there will be quizzes over the reading assignments, and students will write two 3 to 4 page essays. This course is interdisciplinary in nature.

**ARH 525/HIS 525/REL 525/CCS 525: Religion, Art, and Architecture Traveling Seminar: Abrahamic Religions**

**and their Places of Worship** - The January Term Traveling Seminar is designed for students interested in an academic and cultural experience in Morocco, Spain, and Israel. The program is a comparative study of the three Abrahamic religions; Judaism, Christianity and Islam. It examines the religions' shared aspects as well as distinct elements. The course compares the three religions and examines the way these three major traditions impact the modern West and the Middle East specifically. Special attention will be given to the city of Jerusalem, where students will study and explore Jewish, Christian and Islamic holy sites. This course is interdisciplinary in nature.

**ES 575/IR 575: Environmental Security & Sustainability in the Mediterranean Basin** - Humanity has been present in the Mediterranean basin for millennia. Today, it is home to nearly 500 million people and some of the highest levels of endemic biodiversity in the world. Yet we can already witness how climate change and other more recent environmental ills are having serious impacts on human wellbeing and wildlife. Increased temperatures, decreased precipitation, drought, and rising food prices can stress political and social stability. While pressure on terrestrial and marine wildlife habitat and species from human disturbances, a changing climate, invasive species among others can seriously affect local economies. This course will first examine the nature of these impacts, their causes, and the role they play in regional security. Second, the course will examine the many efforts taking place to address these environmental and societal concerns. Emphasis will be placed on issues such as climate change mitigation/adaptation, sustainable agriculture/food security, habitat destruction/wildlife conservation, water management/desertification, energy production and GHG emissions, as well as other efforts in sustainable development. Visiting international institutions, businesses and think tanks from Rome to Malaga, we will explore the different efforts, initiatives, policies and perspectives around the Mediterranean basin. This course is interdisciplinary in nature.

**BUS 502/BUS 506/ECO 503/GEO 503/HSP 507/WS**

**502/WS 503/WS 506/WS 507: Wine, Gastronomy, and Tourism of the Mediterranean** - The wine industry continues to develop as a global market force and France has long been considered the heart of wine production. Traveling to several Mediterranean wine regions, this seminar examines the individuality and expression and compares the wine, gastronomy and tourism industry in both France and Spain. Topics include the international influence of the wine market, globalization of wine, economic and trade aspects, gastronomical tourism, enotourism, along with cultural influences. Students will have the opportunity to speak directly with winemakers, vineyards, wine associations, retailers, restaurateurs, tourist organizations to fully experience the vast diversity of the wine industry.

## **Master of Arts in International Relations**

The Master of Arts in International Relations (MAIR) program is a one-year Master's degree leveraging ACM's strategic location in Southern France. The program builds on the historic academic tradition of the Institute for American Universities, ACM's parent institution, as one of the first American institutions abroad to prepare students for careers as diplomats in the Foreign Service or in international business. French was the language of diplomacy at the founding of the Institute for American Universities in the late 1950's when the Cold War was at the forefront of the international political landscape. The founders of IAU had this in mind when they constructed a curriculum based in Political Science and International Relations. The Humanities and Social Sciences have always played an important role at ACM and will naturally serve as the intellectual backbone of the MAIR.

Candidates for the MAIR can choose to specialize in one of the following tracks:

- Mediterranean Studies
- European Studies
- Environmental Policy
- Conflict Analysis and Resolution
- Diplomacy

## **Field Studies & Research**

A defining characteristic of ACM programs is the synthesis of academic and experiential learning. MAIR candidates will have the chance to conduct field study and short-term research in Brussels, Strasbourg, Geneva, Paris, Madrid, Rabat, and Istanbul. With ACM's network of international scholars, intellectuals, and politicians, students will observe international organizations such as the European Commission, the European Parliament, the World Trade Organization, NATO, and various consulates and embassies in North Africa.

## **Internships**

At the end of the spring semester, students will be placed in internships in various government and non-government organizations or international businesses in the immediate region. The ACM network includes places such as the U.S. Consulate, City Hall, the Chamber of Commerce, l'Office du Tourisme, Maritime Organizations in Marseille, the International Red Cross, crisis relief agencies for immigrants, and many others. Students will receive four credits for their internship submitting regular reports to their advisors with a final report in July.

## **Language and Culture**

All students admitted into the program should have at minimum an upper-intermediate level of French and will be required to take French language and culture in fall and spring semesters of the program. If admitted, students that are Francophone speakers with high proficiency will fulfill the language requirement in either Arabic or Spanish.

## **Degree Requirements**

The MAIR is a thirty-six credit, one-year program consisting of required three-credit core courses (15 units), several different electives according to student's chosen tracks (9 units), an intersession traveling seminar (4 units), an internship during the second semester (4 units), and finally a Master's Thesis (4 units) submitted at the completion of the program. A Master's Thesis prospective

will be submitted in the second semester for approval by the student's advisor. Students will continue to work on the thesis paper with their advisor and submit no later than July 1st for successful completion of the program. The advisor will help determine the student's particular track of study depending on the thesis' area of focus.

## Courses

During this year-long program (two semesters plus January Term and summer work), students will choose from courses in subject matter relating to Geopolitics, International Relations, Intercultural Management, and French as a Second Language.

### Semester 1 (12 Credits)

All students take four 500-level courses: three core courses (POL/IR 504, POL 510 and POL/IR 512) and one language course that they will study during the year to fulfill the language proficiency requirement.

### January Term (4 Credits)

MAIR students will take advantage of ACM's plethora of January term/Intersession programs which are multi-country traveling seminars, many of which explore the politics, economies, histories, and cultures of the countries visited. All students will participate in a January Term Seminar chosen from the list below. The choice is based on the student's track.

### Semester 2 (12 Credits)

All students will elect three 500-level courses (9 credits) from IR courses related to their chosen track and continue with one language course (3 credits) to fulfill the language proficiency requirement.

### Summer (8 Credits)

Students will participate in one internship (four credits) and will complete their Master's Thesis (4 credits).

**Internship (May-July, 4 credits):** Students will submit regular reports to their advisors with a final report in July.

**Master's Thesis (4 credits):** Students will work closely with their chosen track advisor on a Master's Thesis to be submitted no later than July 1st after the completion of their coursework. Students will attend graduation ceremony in May but will only receive their diploma upon the submission and successful completion of their Master's Thesis.

**Total = 36 Credits**

## Admissions Requirements

Students admitted to the MAIR must have completed a bachelor's degree or its equivalent (120 units of academic credit) with some proficiency in at least one language other than English. International experience and/or knowledge of other cultures is highly recommended for admission into the program. For international applicants who completed their course of study in any language other than English, a minimum TOEFL score of 79 is required.

## Core Courses

**POL/IR 504: Theories of International Relations** - This course will review the history and progression of International Relations theory from the founding period of the discipline in the interwar period of the 20<sup>th</sup> Century until the current period. We will examine realism (both classical and structural), liberalism, constructivism, Marxism, feminism, critical theory, green theory, post-structuralism, the English school and postcolonial theory.

**POL 510: Comparative Politics** - This is an introductory course in the study of comparative politics. It addresses the concepts, ideas, and analytical tools necessary to understand and analyses the processes of state formation, the nature of political regimes and the role of political actors. The study of the core concepts of comparative politics is followed by a close look at country cases. Students will be acquainted with the political history of these countries. They will study the interactions between State institutions and the civil society. They will analyze the determinants of their political evolution and the

characteristics that set them apart. Case studies are mostly drawn from Europe and the Middle East and North Africa region.

**POL/IR 512: Ethics in International Relations** - The course is designed to introduce students to the increasing range and density of ethical issues affecting international relations on a global scale, and to develop their skills of analysis and critical evaluation in assessing practical consequences of such issues, especially in order to find moral solutions applicable in the making and implementation of foreign policy, as well as in the conduct of inter-personal and private cross-border relationships. We shall follow R.B.J. Walker's injunction to treat ethics as immanent to international relations, not as a disjoined separate discipline confined to philosophy. In other words, we shall assume that the theory of international relations itself 'is already constituted through accounts of ethical possibility' (Walker). Students will need first, therefore, to be acquainted with the history and nature of ethical discourse and its contemporary relevance to political community, particularly as a source of limitation on prevailing ideas of sovereignty, citizenship, national identity and justice. This will entail synoptic study of prominent contributors in the past to the formulation of universally-applicable theories of ethics in relation to political community, including Machiavelli, Hobbes, Locke, Rousseau and Kant. For the most part, however, students will be encouraged to engage in interactive class discussion, and to facilitate it from time to time, on a selection of key topical issues which demonstrate the pertinence of universal moral theory on an international dimension. The choice of issues may vary according to students' interests, and current relevance, but will normally cover some aspects of the following: human rights; migration and refugees; prevention of nuclear warfare; terrorism; effects of climate change and possible preventive measures; mistreatment of women and children; economic inequality; rights of minorities; religious intolerance.

**ECO 501: International Economics & the European Union** - The course examines critically the challenges to

economic governance and policy presented by 'globalization' of markets and increasing economic integration on a world scale. In particular, it will help students make a realistic and informed assessment of the success of the European Union as a model of regional economic integration which is designed to meet those same challenges - a model that is unique but which has been used in the formation of other regional entities in other parts of the world. Relevant theories of trade and development will be tested critically leading to an introductory analysis, in an historical perspective, of the customs union, internal market, economic and monetary union, freedom of movement of labor, along with other foundations of European Union, such as its policies for: external trade and development; competition between enterprises; economic, social and territorial cohesion; agriculture, environmental protection and technologically-induced, ecologically-friendly growth. Due attention will be given to the key role in integration of common institutions and the legal framework, and to the effects of successive enlargements of membership of the EU.

**POL/FRE 576: Contemporary French Identities** - This course, entirely conducted in French, is dedicated to the study of *French Identities*, that is, the social, cultural and political diversity of contemporary France. We will consider the ideals that the French tend to agree on or converge towards, as well as what the subjects over which there are continuing tensions and which challenge the ongoing writing of the French 'National novel'. Three main themes will be tackled: French politics today and its history; the question of racism, islamophobia and anti-Semitism; and immigration/refugee issues. The French situation cannot be properly understood without an understanding of the larger European framework. The three main themes will, therefore, also be considered from the European perspective. This should help students better evaluate what is specific to the French case and what is not. In addition, a comparative European-USA approach will provide students with further frames of analysis. Interviews will be conducted by groups of students thus providing rich empirical data to be

analyzed and put into perspective in class. During the course, students will acquire a better understanding of the French 'Republican ideal' and the meaning of secularism for the French.

**HIS/SOC 504: Muslim Presence in Europe** - This course is an overview of the long-term interaction between the Muslim world and the West, not as two separate entities, but with emphasis on their historic commonality, and their dialectic relation. The course focuses on the debates regarding the Muslim population in Europe, covering concepts of religion and secularism, the history of Muslim populations in Europe, legal issues, human rights, feminism, and modernity. Field studies will take us to specific quarters in Marseille, historically linked with the Muslim community, and to Arrahma Mosque in Istres.

**HIS 503: France and Europe in the Cold War: Economy, Culture, Society, and Politics (1945-1989)** - The main objective of the course is to acquire general knowledge of European history between 1945 and 1989, in its cultural, social, economic and political aspects. The history of Europe between 1945 and 1989 can be understood through the prism of Cold War history: Western Europe on one side, Eastern Europe and Soviet influence on the other side. The second objective is to contribute to a better understanding and analysis of Europe, in its contemporary complexity and diversity.

**POL/IR 508: Geopolitics of the Mediterranean Basin: Security in a Diverse Region** - France is both a founding member of the European Union and an historic and active actor in the Mediterranean basin. Aix-en-Provence was founded by a Mediterranean people – the Romans, in support of another Mediterranean people – the Greeks. Living and studying in Aix-en-Provence gives students first-hand experience of one of the many identities that encompass the Mediterranean basin. This culturally diverse region has been connected for millennia by a shared geographic space. It has created some of the greatest monuments to human intelligence and creativity, and at times has been a cauldron of violence and instability. Students will read

texts on the geopolitical issues facing the countries of the Mediterranean basin today as well as analyze contemporary policies to have a better understanding of the future of this fascinating region.

**POL 518: The Israeli-Palestinian Conflict** - This course addresses the causes and evolution of the Arab-Israeli conflict from the 19<sup>th</sup> century to the present. It provides an in-depth understanding of the conflict by exploring its history and the narratives of the parties. We will follow a timeline beginning with the inception of the conflict. We will study the 1948 War, the various armed confrontation which pitted Israel against its neighboring countries. We will address the various attempts at peace. We will do so by addressing the international, historical and political developments. A particular focus of the course will be the Israeli and Palestinian societies, their history and their culture.

**POL/COM 516: Media and Conflict** - The course will provide a structured approach to address different media systems. It will explore the dynamics of news, politics, conflicts and freedom of the press. Focusing on ongoing, international crises of global importance, we will examine how various international media report on topics including armed conflicts, human rights abuses. We will study the dynamics governing news media environment and structures. We will try to understand why different audiences from different cultural spheres perceive the same news in sometimes a diametrically opposed way. We will examine the rich arsenal of repression tools used by authoritarian and even democratic regimes to suppress press freedom or spin news to their advantage. We will look at the ways and means by which courageous journalists try to circumvent these obstacles.

**POL/ES 509: Global Environmental Politics** - The contemporary global environmental questions, including issues such as global climate change, biodiversity loss, deforestation, desertification and ocean acidification, are among the major concerns for the international community. As we are becoming increasingly aware of the consequences of our activities on our environment, on our

civilization and ultimately on our lives, every year, numerous initiatives are launched to counter the ills we have already caused and to prevent further degradation. These include national and international legislations and laws, periodic meetings between international actors and decision makers in addition to worldwide events organized by grassroots movements involving thousands of local and international organizations.

**POL/IR 547: International Negotiation: Theory and Practice** - This course will explore modern methods of negotiation in business and politics, and how they are utilized in international relations. It will make extensive use of case studies, and explore the role of cross-cultural communications in international negotiations. International negotiations are one of the primary ways states and non-state actors resolve their differences. In a globalizing world, there are those who argue that negotiations are gradually replacing violent conflict between states as the main tool used to mediate conflicts. Others note that violence is still present, although increasingly it is located in civil conflicts that make special demands on negotiators. Regardless of whether or not we are entering an era of low interstate violence, negotiations across cultures, boundaries and societies is an enduring feature of 21<sup>st</sup> century economics and politics.

**POL 542: Internship - Summer Term** - At the end of the spring semester, students will be placed in internships in various government and non-government organizations or international businesses in the immediate region. The ACM network includes places such as the US Consulate, City Hall, the Chamber of Commerce, l'Office du Tourisme, Maritime Organizations in Marseille, the International Red Cross, crisis relief agencies for immigrants, and many others. Students will receive four credits for their internship submitting regular reports to their advisors with a final report in July.

**POL 599: Master's Thesis** - Students will work closely with their chosen track advisor on a Master's Thesis to be submitted no later than July 1st after the completion of

their coursework. Students will attend graduation ceremony in May but will only receive their diploma upon the submission and successful completion of their Master's Thesis.

### **Language Courses**

**ARAB 101→102: Elementary Modern Standard Arabic - 6 credits** - An introduction to the phonology and writing system of modern standard Arabic, its basic vocabulary and structure. Students will learn foundations of Arabic script and build vocabulary to read and engage in simple conversation.

**FRE 101 → 102: Practical Elementary French I then II - 6 credits** - A year of college credit in one semester intended for those with little or no previous study. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of an understanding of oral French through listening and speaking practices.

**FRE 102 → 201: Practical Elementary French II then Intermediate French I - 6 credits** - A year of college credit in one semester intended for those who have completed the equivalent of one semester of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of an understanding of oral French through dialogue and role playing.

**FRE 201 → 202: Intermediate French I then II - 6 credits** - A year of college credit in one semester intended for those who have completed the equivalent of two semesters of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of oral French through conversation.

**FRE 202: Intermediate French II - 4 credits** - Intended for those who have completed the equivalent of three semesters of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of oral French through conversation.

**FRE 211: Living in France: Intercultural Communication** - Intended for students who have completed the equivalent of two to three semesters of college level French. Intensive focus on oral practice looking at popular French culture.

**FRE 218: France, Francophonie, and Music** - Intended for students who have completed the equivalent of two to three semesters of college level French. Intensive focus on linguistic and cultural comprehension as well as oral expression through music in France and throughout the Francophone world.

**FRE 301: Advanced French I: Structure and Expression** - Intended for students who have completed the equivalent of four semesters or two years of college level French. Advanced written and oral practice and grammar review. Essay topics follow a simulation enriched with a variety of documentation and multimedia activities.

**FRE 302: Advanced French II: Conversation and Composition** - Intended for student who have completed the equivalent of five semesters of college level. Students improve their advanced command of oral and written French.

**FRE/BUS 311: Business French** - Intensive training in French for business and commercial purposes, emphasizing specialized forms and vocabulary.

**FRE 335: The Phonetics of Contemporary French** - Phonetic theory illustrated by aural practice and pronunciation. Intensive practice in sound reproduction and fine-tuning the ear to new sound combinations.

**FRE 401: Translation and Structure I: From Colloquial to Literary** - Translation from English to French and French to English, with constant reference to technical, theoretical, and colloquial considerations.

**FRE 402: Translation and Structure II: From Colloquial to Literary** - Translation from English to French and

French to English, with constant reference to technical, theoretical, and colloquial considerations.

**FRE 306: Cross-Cultural Studies in Food and Culture** - Both the Mediterranean diet and French Gastronomy have been declared intangible cultural heritage by UNESCO. This course will explore the language and the culinary customs of French cuisine, examining differences in food patterns between the US and France, the fundamentals of French and regional food and eating, including the history, and use of ingredients, as well as political and economic factors affecting rural French food systems.

**FRE/LIT 315: Readings in French Literature I** - Readings in French literature, from the 16<sup>th</sup> to the 18<sup>th</sup> centuries, and introduction to methods of literary analysis for students with the equivalent of at least two years of college-level French.

**FRE/LIT 316: Readings in French Literature II** - Readings in French literature, focusing on the 19<sup>th</sup> and 20<sup>th</sup> centuries, and introduction to methods of literary analysis for students with the equivalent of at least two years of college-level French.

**FRE 331: Contemporary France: Society, Politics, and Culture** - Study of contemporary French civilization through political, cultural, and social issues.

**FRE/FLM 355: France as seen through its Movies, post WWII to the 1970's** - This course proposes an historical, cultural, and esthetic approach to French films made between the end of the second World War and the 1970s. How do the films describe the dominant elements of a society and how they witness as well as create these representations?

**FRE/FLM 356: France as seen through its Movies, The 1980's to Today** - Study of the different facets of France — from literary imagination to social issues, from the 1980's to today — through a varied selection of films.

**FRE/THE 357: Communication in French Theatre** - Course focuses on oral communication through reading, recitation, study, and interpretation of modern theatrical texts. Students will demonstrate elocution of French language with texts from playwrights as diverse as Beckett, Camus, Reza, Delerm. Course develops strategies for more precise use of French for oral presentations or even job/internship interviews.

**FRE/HIS 328: Provençal History and Culture through its Monuments** - Introduction to the History of Provence and a study of its most exemplary monuments. Typically includes excursions to sites in Provence.

**FRE/LIT 340 (in French): French Children's Literature: Exploring Language, Culture, and Society** - This course focuses on the way French children's literature explores the creativity of language (with wordplay, for example) and the interaction between text and illustrations, while giving us an historical glimpse of French culture and society and of the underlying value system that pervades children's literature. We will study classics (Le Petit Prince, Charles Perrault's fairy tales, la Comtesse de Ségur) and more contemporary texts (Marcel Aymé, Daniel Pennac, Sempé).

**FRE/LIT 383: Writing in Provence: Literature and Regional Culture** - How writers whose subjects celebrate Provence and the interactions between its inhabitants and its visitors help students better comprehend their own immersion in the region and in the language? This course will guide students to analyze and write their own personal reflections inspired by regional writers such as Marcel Pagnol, Jean Giono, René Char, Maylis de Kérangal, Stendhal and others.

**FRE/LING/EDU 391: Acquisition of the French Language: History and Perspective** - This course asks students to step back and ask the question: "What happens when I'm learning French?" We will reveal a wider understanding of our own practices as learners, more specifically as learners of French.

Students will be challenged to question their own preconceptions. More than a theoretical exercise, they will also be asked to put their ideas into practice. The course develops analytical, critical, and argumentative skills, requiring a precise use of the French language.

**FRE/LING 412: Contemporary French: The Linguistics of Everyday Language** - Course will reflect on and undertake a series of analyses on the language forms in current practice in French society. Analytical linguistics tools will be applied to usage in current-day, intercultural, youth, political, advertising, etc.

**FRE/LIT 414: France and Francophone Literature, a Dialogue** - Covering subjects such as the spirit of the desert, slavery, the Mediterranean and the initiation journey, this course reflects on the ongoing dialogue between authors from France and authors from French-speaking countries of former colonial territories.

**SP 101: Beginning Spanish I - Spanish Language in Context** - This course is designed for students with little or no prior knowledge of Spanish. By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking.

**SP 102: Beginning Spanish II – Spanish Language and Cultures** - This course is designed for students with very basic knowledge of Spanish. This course builds upon the skills acquired in SP101. By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking.

**SP 201: Intermediate Spanish I – Spanish Language in Context** - This course is designed for students with little prior knowledge of Spanish. Students who can already use a few basic words and phrases, and who can understand very simple requests and responses are appropriate for this level. Students entering this course are also able to read and interpret the basic meaning of simple sentences and phrases. Students who have studied basic Spanish in high school or in college but never continued to build their skills

may find this level appropriate. Students who have studied another Romance language may also be capable of entering this level. At the end of this 3-credit course students will be able to: express themselves in a variety of contexts, relate different pieces of information, establish cause and consequence, and converse with ease in limited formal and informal situations.

## January Term

### **FRE 101/FRE 102: French Language and Culture Seminar**

The French Language and Culture January Term Program is designed for students interested in a language and cultural immersion experience in the Mediterranean region of Southern France. IAU's exceptional out-of-classroom experiences include homestays, regional field studies and extracurricular activities such as wine tastings and cooking courses. Students receive intensive language instruction and have an immersive experience in the local culture during this three-week program.

### **ANT 501/LIT 575/COM 575: The Great Cities of Europe in Literature and Visual Arts Traveling Seminar**

- This course will explore the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilization. Literature and the arts will serve as our focal point. We will concentrate primarily on the late nineteenth-century up to the contemporary setting, more specifically on Rome, Aix-Marseille, Paris, Amsterdam, and Prague. We will explore a variety of media: poetry, novel, cinema and the fine arts. Students will improve their capacity for rigorous, extended critical evaluation and build upon their foundation for critical discourse that will serve to prepare their research towards a Master's' Thesis. This course is interdisciplinary in nature.

### **ARH 595/CCS 595/FRE 595/HIS 595/POL 595/REL 595/SPA 595: Europe and the Islamic World Traveling Seminar**

- The Traveling Seminar is designed for students interested in an academic and cultural experience in France, Morocco, Gibraltar, and Spain. The academic component consists of a series of briefings from leading European academic, literary and political

personalities and experts on the European relationship with the Islamic world. Participants will spend 19 nights in 14 cities and will attend daily lectures and meetings with distinguished scholars in addition to local guides and experts in the field of politics, art history, history and culture. Special emphasis will be placed on the importance of North African immigration to Europe and its current socio-cultural implications. This course is interdisciplinary in nature.

### **POL 545/IR 545/CUL 545: American Diplomacy in Action - U.S. Engagement in the 21<sup>st</sup> Century Traveling Seminar**

- This J-term is for students interested in learning about modern American diplomacy and the people who make it happen. Students will go behind the scenes at U.S. embassies in Europe and North Africa to meet U.S. diplomats at the forefront of American engagement. Cultural visits, Embassy briefings and academic lectures by IAU and ACM scholars and resident experts will place U.S. policies in their historic and geographic context, provide real-world examples of how American diplomats work, and explore the economic, security and environmental issues they face. Students will combine political analysis of U.S. foreign policy with cultural and historical considerations, and will contrast multilateral and bilateral diplomacy and analyze the U.S. approach to both. In addition, students will integrate organizational and bureaucratic elements into their analysis of U.S. diplomacy. This course is interdisciplinary in nature.

### **BUS 525/ECO 525/MKT 525/MGT 525: International Business Traveling Seminar**

- The International Business Traveling Seminar is designed for students interested in an academic and cultural experience in France, Morocco, and Belgium. Students gain exposure to the diverse facets of international business while visiting countries at different stages of economic development. While in Europe and North Africa, students visit major multi-national organizations and locally-run businesses as well as meet with public officials responsible for economic policy in order to build a well-rounded understanding of the global market. Students have the opportunity to learn from and exchange their observations with experts from ACM as

well as distinguished on-site scholars and local guides. This course is interdisciplinary in nature.

**ARH 585/HIS 585/ARC 585/CCS 585/REL 585: Mediterranean Basin Traveling Seminar** - This January Term Traveling Seminar promotes visual literacy in the history, art and archaeology as well as philosophical literature from the Mediterranean Basin from Antiquity to Middle Ages and the Renaissance period. It cultivates strong research and critical thinking skills, and develops students' abilities to synthesize cultural, historical, political, and social information as it bears upon the visual arts. The academic component consists of a series of on-site studies made by academic experts from ACM in addition to local guides and experts in the field of history, art history and archaeology. This course is interdisciplinary in nature.

**ENG 585/LIT 585/THE 585: Theatre Alive: Theatre in Ireland, Stratford-upon-Avon, Oxford, and London**

- The purpose of this course is to provide a college level introduction to Shakespearean drama that will be stimulating, challenging, and enjoyable. Classes will be primarily discussion. Special emphasis will be placed on close reading, character development, poetry, and major themes. We will also visit key historical sites in order to better understand the political and intellectual circumstances in which Shakespeare was writing. Special attention will be paid to Shakespeare as a writer for the stage and a man of the theatre, with visits to theatres to hear and see plays, backstage tours, and critical discussions of directorial, design, and acting choices. We will read four plays, there will be quizzes over the reading assignments, and students will write two 3 to 4 page essays. This course is interdisciplinary in nature.

**ARH 525/HIS 525/REL 525/CCS 525: Religion, Art, and Architecture Traveling Seminar: Abrahamic Religions and their Places of Worship** - The January Term Traveling Seminar is designed for students interested in an academic and cultural experience in Morocco, Spain, and Israel. The program is a comparative study of the three Abrahamic religions; Judaism, Christianity and Islam. It examines the religions' shared aspects as well as

distinct elements. The course compares the three religions and examines the way these three major traditions impact the modern West and the Middle East specifically. Special attention will be given to the city of Jerusalem, where students will study and explore Jewish, Christian and Islamic holy sites. This course is interdisciplinary in nature.

**ES 575/IR 575: Environmental Security & Sustainability in the Mediterranean Basin** - Humanity has been present in the Mediterranean basin for millennia. Today, it is home to nearly 500 million people and some of the highest levels of endemic biodiversity in the world. Yet we can already witness how climate change and other more recent environmental ills are having serious impacts on human wellbeing and wildlife. Increased temperatures, decreased precipitation, drought, and rising food prices can stress political and social stability. While pressure on terrestrial and marine wildlife habitat and species from human disturbances, a changing climate, invasive species among others can seriously affect local economies. This course will first examine the nature of these impacts, their causes, and the role they play in regional security. Second, the course will examine the many efforts taking place to address these environmental and societal concerns. Emphasis will be placed on issues such as climate change mitigation/adaptation, sustainable agriculture/food security, habitat destruction/wildlife conservation, water management/desertification, energy production and GHG emissions, as well as other efforts in sustainable development. Visiting international institutions, businesses and think tanks from Rome to Malaga, we will explore the different efforts, initiatives, policies and perspectives around the Mediterranean basin. This course is interdisciplinary in nature.

**BUS 502/BUS 506/ECO 503/GEO 503/HSP 507/WS 502/WS 503/WS 506/WS 507: Wine, Gastronomy, and Tourism of the Mediterranean** - The wine industry continues to develop as a global market force and France has long been considered the heart of wine production.

Traveling to several Mediterranean wine regions, this seminar examines the individuality and expression and compares the wine, gastronomy and tourism industry in both France and Spain. Topics include the international influence of the wine market, globalization of wine, economic and trade aspects, gastronomical tourism, enotourism, along with cultural influences. Students will have the opportunity to speak directly with winemakers, vineyards, wine associations, retailers, restaurateurs, tourist organizations to fully experience the vast diversity of the wine industry.

## Master of Arts in Art History

The Master of Arts in Art History (MAAH) degree offered by The American College of the Mediterranean is a one-year Master's degree leveraging ACM's strategic location in Southern France. The program builds on the academic tradition of ACM's parent institutions, the Institute for American Universities, as one of the first American institutions abroad to create a full studio art and art history curriculum founded on the rich art and art historical traditions of the south of France and, in particular, Aix-en-Provence. The founders of IAU had this in mind as they formulated a full art curriculum which grew out of a studio painting course started by Léo Marchutz in 1960. Its defining characteristic resides in the educational principle that any art-related study should combine in a holistic manner the three disciplines of art history, studio practice, and critical studies. The artistic traditions of the south of France and the Mediterranean Basin will naturally serve as the intellectual backbone of the Masters of Arts in Art History.

### Degree Requirements

The MAAH is a thirty-six credit, one-year program consisting of the following:

- Four three-credit Art History courses chosen in review with a Faculty Advisor
- Two three-credit Critical studies courses

- One three-credit studio art course in painting and drawing
- One three-credit January Term traveling seminar
- Two three-credit French Acquisition courses
- One three-credit internship (optional and can be replaced by additional art history or studio art course)
- A final three-credit Master's thesis presentation and review. A Master's Thesis prospective will be submitted in the second semester for approval by the student's advisor. Students will continue to work on the thesis paper with their advisor and submit no later than July 1st for successful completion of the program. The advisor will help determine the student's particular thesis' area of focus.

### Semester I (15 Credits)

All students take five 500-level courses: four core courses (below) and one language that they will study during the year to fulfill the language proficiency requirement.

- Two Art History Contact Courses - 6 Credits
- Art 509 Critical Studies - 3 Credits
- Art 505 Studio Art - 3 Credits
- Language Requirement - 3 Credits

### January Term (3 Credits)

MAAH students will take advantage of the ACM's plethora of January term/Intersession programs which are multi-country traveling seminars, many of which explore the art, and cultures of the countries visited. All students will participate in a January Term Seminar chosen from the list below.

### Semester II (12 Credits)

- Two Art History Contact Courses - 6 Credits
- Art 510 Critical Studies II - 3 Credits
- Language Acquisition - 3 Credits

### Summer (6 Credits)

Students will participate in one internship (3 credits) and will complete their Master's Thesis (3 credits).

**Total = 36 Credits**

## Language and Culture

All students admitted into the program should have at minimum an upper-intermediate level of French and will be required to take French language and culture in fall and spring semesters of the program. If admitted, students that are Francophone speakers with high proficiency will fulfill the language requirement in either Arabic or Spanish.

## Art History

All students are required to take 12 credits in Art History.

## Field Studies & Research

A defining characteristic of ACM programs is the synthesis of academic and experiential learning. MAAH candidates will have the chance to conduct field study and short-term research in Paris, Giverny, and Venice in contact courses as well as an array of cities during the traveling seminar.

## Internships

At the end of the spring semester, students will be placed in internships in various museums and galleries in the region including the renowned Atelier Cézanne and the Musée Granet in Aix-en-Provence. Students will receive three credits for their internship submitting regular reports to their advisors with a final report in July.

## Core Courses

**ART 509: Critical Studies I** - The Art Criticism seminar offers the student access to a wide variety of images (architectural, sculptural, painted, etc.). The objective of this course is to improve critical awareness and to refine judgment based on an exploration of universal principles through visual experience. The seminar focuses on the elements of form: color, value, light and volume.

**ART 510: Critical Studies II** - The Art Criticism seminar offers the student access to a wide variety of images (architectural, sculptural, painted, etc.). The objective of this course is to improve critical awareness and to refine judgment based on an exploration of universal principles through visual experience. The seminar takes students into an in-depth study of the elements of color, value, light and volume in their relation to content and form. Artworks and texts from varying periods and cultures throughout history are compared and contrasted to explore diverse issues such as the imagination, symbol in art, Zen principles in eastern art, motif, and tradition. Field studies are obligatory.

**ART 700: Thesis Research Paper** - Students will work closely with their chosen track advisor on a Master's Thesis to be submitted no later than July 1st after the completion of their coursework.

Students will attend graduation ceremony but will only receive their diploma upon the submission and successful completion of their Master's Thesis.

**ART 701: Art Internship** - Students may be placed in internships in various museums and galleries in the region including the renowned Atelier Cézanne and the Musée Granet in Aix-en-Provence. Students will receive three credits for their internship submitting regular reports to their advisors.

**ART 505: Painting and Drawing Studio** - Includes work from the figure, museum study, still life and landscape work in the Aix countryside. A course for students with intermediate/advanced skills. The goal of the course is to develop the student's capacity to see into the visible world and transform his/her vision into art. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms through the challenges of museum study, landscape, portraiture, model work, and still life. Instruction is individualized and adapted to each student's needs and interests. Painting and drawing are taught concurrently and are complementary.

**ART 551: Contemporary Studio Inquiry and Practice: The Sacred and Profane in Art** - A Conceptual and Poetical Studio Practice - Using a variety of media - drawing, painting, digital imagery, 3D and installation MFA candidates will explore the notions of the sacred and the taboo in art. The studio course will include an historical and theoretical study of these notions throughout the history of art with a prime focus on the 20<sup>th</sup> and 21<sup>st</sup> century.

**ART 565: Advanced Digital Photography** - This course is designed to reinforce the student's knowledge in photography, using digital camera techniques as a means of personal expression. Observing/capturing, editing, printing and presenting will be addressed in relation to specific subjects, intentions and aesthetic judgements. The particular study abroad experience of each student will be a main focus throughout the semester. The goals of this course are to develop students' knowledge of the origins of photography from a philosophical and practical point of view the link between this knowledge and a practical and aesthetic use of the digital camera. The course will address some modern and contemporary photography to enhance student viewpoints in relation to subject and expression. Students will be asked to question their own vision, what actually is involved in « making an image», and develop their critical sense in relation to their work and the work of their peers.

**ART 570: Creative Writing** - The creative writing process and studying abroad have much in common -- both require reflection and critical analysis in order to realize their fullest potential. Lyrical sentences, vividly rendered images, or even the most interesting set of anecdotes in the world won't take the reader far if the writer doesn't lend shape and meaning to the material. The same is true for studying and living abroad. In this class, we will focus on an intensive writing practice and we will deconstruct and explicate various elements of the essay (particularly those oriented toward exploring a "new" culture and "self" within an intercultural context). We will explore the use of effective narrative distance and locating the

narrator "on the page" in service of the story. Furthermore, we will look at how our beliefs and perspectives inform our thinking and writing, and how living within another culture challenges those viewpoints and processes as writers.

**ART 585: Sculpture** - How do we see ourselves? What makes us unique? How much do we communicate by facial expressions alone? Can you tell what a person is thinking by the way they look at you? What value do you place on hair? make-up? skin? What parts of your identity are associated with the way you look? How many selfies have you taken? This sculpture course will challenge master's students to use limited materials in creative ways to tell their story – or the story of someone else. What can you communicate to your audience through a three-dimensional portrait? This course will engage students with a variety of common materials (paper, cardboard, tape, wire, *plastilina* and clay) and result in an exhibition through which our class will introduce themselves or their subjects to the community. What story will you tell? The purpose of the sculpture studio course is to develop the student's capacity to look at the world, as well as themselves, and to transform that vision into art through sculpture. Students will master technical skills which will allow them to continue their exploration of three-dimensional art into the future.

**ART 595: Architectural Design Studio** - Architecture is the art of designing spaces and experiences in built form. This studio design course will investigate the experiential qualities of architecture in and around Aix-en-Provence and at the Marchutz Art Studio, designed by architect Fernand Pouillon, to explore and develop architectural intuition. Working within the rich 17<sup>th</sup> and 18<sup>th</sup> century architectural traditions of Aix and the surrounding environs, students will use empirical study to develop a personal, authentic approach to design. This studio is designed to engage each student's perception and design abilities in the completion of a real design project: a master plan for the Marchutz school. With a boots-on-the-ground approach common in all RAW workshops, students will learn collaboratively through on-site, hands on designing and creating.

**ART 635: Ceramics** - Intended for graduate students with or without experience in ceramics or pottery. Includes instruction in ceramics fundamentals, such as an understanding and the physical preparation of materials and beginning techniques in forming decorating ceramic pieces, as well as advanced instruction in a broad array of techniques, depending on the student's individual pursuits and skill level. A course for students with beginning and advanced skills. The goal of the course is to develop the student's understanding of the materials and methods involved in the ceramic arts, and transform his/her understanding into artful ceramics pieces. The student is led gradually toward a deeper understanding of the relationship between natural and artistic forms through research and the challenges of preparation, production, alteration, decoration, and firing.

**ART 520: Picasso, Matisse, and the Mediterranean** - Cézanne, van Gogh, Matisse, and Picasso, the 'greats' of modern art, all spent significant time in the south of France. This course seeks to understand the development of modernism by exploring its Mediterranean origins. How did Mediterranean myth, history, and culture shape artistic production in the later 19<sup>th</sup> and 20<sup>th</sup> centuries? Special emphasis is placed on landscape and the nude as responses to the effects of Mediterranean sunlight and the traditional culture of the Midi (for example in bathing motifs), industrialization, colonialism, regionalism vs. nationalism, and an emerging tourist industry intent on exploiting a vision of the south as an exotic Arcadian paradise. The aim of this course is to help students gain a deeper understanding of art by exploring the origins of modern art in the south of France. We will consider the ways in which the work of avant-garde artists was shaped by ideas (both real and imagined) of the Mediterranean. Drawing on historical and literary sources, students will become familiar with the social, political, and economic background that led artists to seek out the south and choose southern subjects and themes. The innovative treatments of these themes will be examined in terms of a Mediterranean region conceived of as exotic and primitive, giving rise to such artistic movements as

fauvism and cubism. Of special inspiration to Picasso and Matisse, the area's classical past and proximity to the 'Orient' will also be discussed.

**ART 540: Medieval Art and Architecture** - A search for the medieval mind as it is expressed in Christian art and architecture from its earliest beginnings in the Catacombs of Rome, through the rich mosaics and domes of byzantine culture to the raising of the great Gothic Cathedrals in northern Europe. Typically includes excursions to regional sites. The Middle Ages was a thousand-year period (ca. A.D. 400-1400) during which Europe was dominated by Christianity. During this period art was used almost exclusively in the service of the Church and illustrates the deep religious fervor of the age. This course will examine the development of architecture, painting, and sculpture during this long and fascinating period in European culture which divides Classical civilization from the beginnings of the development of modern culture during the Renaissance.

**ART 541: Islamic Art of Europe** - This course surveys the arts and architecture of the Islamic World from the rise of the Umayyads in the 7<sup>th</sup> century CE until modern times. It examines the social, historical and cultural contexts within which Islamic art and architecture developed. It also explores the ways in which Islamic art interacted with the cultures and civilizations it came into contact both in the east and the west. The aim of this course is to provide a basic understanding and a broad awareness of the major themes of Islamic art and architecture, of their main achievements and of their regional diversity.

**ART 542: Crossroads in European Art** - For the MFA candidate the historical inquiry includes all contact hour lectures as well as a research discipline in coordination with the professor and the student's two faculty mentors. This course studies the cross-cultural influences on European art from the 6<sup>th</sup> to the 19<sup>th</sup> centuries. Among the themes to be discussed are: Byzantine Art and Italy (Ravenna, Venice and Sicily), Islamic art and Europe (Spain, Sicily and Venice), the Ottomans and Renaissance art, Orientalist paintings, and Impressionism. Field

studies will take us to Musée du Louvre and Musée d'Orsay in Paris, and to Musée Granet in Aix-en-Provence.

**ART 581: The 19<sup>th</sup> Century and Impressionism** - An historical and critical analysis of French painting in the Nineteenth Century with a central focus on the birth and development of the Impressionist vision as embodied in specific works of art in relation to a contextual analysis of the movement in 19<sup>th</sup> and early 20<sup>th</sup> century art.

**ART 582: Cézanne and van Gogh, An In-Depth Study** - An in-depth study of the work of Paul Cézanne and Vincent van Gogh. The purpose of this course is to provide opportunities for students to look more deeply into individual works of art, and to encourage them through their sustained, patient looking to discover the formal relationships that structure and reveal a work's enduring presence. In addition, this course aims to: provide students with a comprehensive and nuanced presentation of Cézanne and van Gogh within the context and evolution of 19<sup>th</sup> century painting; to model and encourage how to write more specifically and effectively about formal relationships that define the particular character of each work; and to explore the coherent, living order of a masterwork that continues to reveal new aspects of its being (in the sense of Aristotle's *energeia*) to each succeeding generation of observers.

**ARC 509: Ancient European Art and Archaeology** - Development of European Mediterranean societies and civilizations from the arrival of the first humans up to the Roman conquest of the continent. Typically includes excursions to sites in Provence.

**ARC 510: Ancient Medieval Civilizations** - Overview of the Mediterranean basin from the first civilizations in Egypt and Middle-East up to the Roman expansion over Europe. Typically includes excursions to sites in Provence. This course deals with a survey of the Mediterranean basin and the different cultures that flourished there from the first civilizations in Egypt and Middle-East up to the Roman expansion over Europe.

Particular emphasis on Southern France placed in a larger historical, artistic and archaeological context to show the main aspects of the multiple contacts, exchanges and cultural influences between Greeks, Celts and Romans in this area.

### Language Courses

**ARAB 101→102: Elementary Modern Standard Arabic - 6 credits** - An introduction to the phonology and writing system of modern standard Arabic, its basic vocabulary and structure. Students will learn foundations of Arabic script and build vocabulary to read and engage in simple conversation.

**FRE 101 M: Practical Elementary French I for Art Students** - This course is designed for art students who have had little or no exposure to the French language. The goal is to establish essential skills in French and to build student confidence in using them through thematic exposure to the arts and participation in French daily life. Exercises in listening, oral expression, reading, vocabulary acquisition and grammatical clarification will improve the students' comprehension, oral and spoken interactions. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 102 M: Practical Elementary French II for Art Students** - This course is designed for art students with at least one semester of college French or 3 years of high school French. The goal of this course is to deepen the students' knowledge of their competence in French. Through listening, reading and writing exercises, through grammatical clarification, vocabulary acquisition and thematic exposure to the arts, students will develop written and oral skills and improve their comprehension and their production. The student will get acquainted with culture in Aix-en-Provence, Provence and France and

will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 101 → 102: Practical Elementary French I then II - 6 credits** - A year of college credit in one semester intended for those with little or no previous study. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of an understanding of oral French through listening and speaking practices.

**FRE 102 → 201: Practical Elementary French II then Intermediate French I - 6 credits** - A year of college credit in one semester intended for those who have completed the equivalent of one semester of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities.. Development of an understanding of oral French through dialogue and role playing.

**FRE 201 M: Intermediate French I for Art Students** - This course is for art students with 2 semesters of College French. The course will deepen student knowledge of French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations and discussions in class and thematic exposure to arts. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 201 → 202: Intermediate French I then II - 6 credits** - A year of college credit in one semester intended for those

who have completed the equivalent of two semesters of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of oral French through conversation.

**FRE 202: Intermediate French II - 4 credits** - Intended for those who have completed the equivalent of three semesters of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of oral French through conversation.

**FRE 202 M: Intermediate French II for Art Students** - This course is designed for art students with at least three semesters of college French. The course will deepen student knowledge of French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations, discussions, oral presentations and thematic exposure to arts. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 211: Living in France: Intercultural Communication** - Intended for students who have completed the equivalent of two to three semesters of college level French. Intensive focus on oral practice looking at popular French culture.

**FRE 218: France, Francophonie, and Music** - Intended for students who have completed the equivalent of two to three semesters of college level French. Intensive focus on linguistic and cultural comprehension as well as oral expression through music in France and throughout the Francophone world.

**FRE 301: Advanced French I: Structure and Expression** - Intended for students who have completed the equivalent

of four semesters or two years of college level French. Advanced written and oral practice and grammar review. Essay topics follow a simulation enriched with a variety of documentation and multimedia activities.

**FRE 301 M: Advanced French I for Art Students** - This course is designed for art students with at least 4 semesters of college French. The course will deepen the students' knowledge of French and teach them how to use French more efficiently and express complex ideas in a proper fashion. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations, discussions, oral presentations and thematic exposure to arts. In addition, the students will review and refine French grammar and syntax. The student will get acquainted with culture in Aix-en-Provence, Provence and France and will acquire an understanding of French art, cuisine, customs and pastimes through exhibits, exposure to paintings and sculptures, newspaper and magazine articles, short literature excerpts and idioms. Content may slightly change according to the students' level and the pace of the class. Class is taught in French.

**FRE 302: Advanced French II: Conversation and Composition** - Intended for student who have completed the equivalent of five semesters of college level. Students improve their advanced command of oral and written French.

**FRE/BUS 311: Business French** - Intensive training in French for business and commercial purposes, emphasizing specialized forms and vocabulary.

**FRE 335: The Phonetics of Contemporary French** - Phonetic theory illustrated by aural practice and pronunciation. Intensive practice in sound reproduction and fine-tuning the ear to new sound combinations.

**FRE 401: Translation and Structure I: From Colloquial to Literary** - Translation from English to French and French to English, with constant reference to technical, theoretical, and colloquial considerations.

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**FRE 306: Cross Cultural Studies in Food and Culture** - Both the Mediterranean diet and French Gastronomy have been declared intangible cultural heritage by UNESCO. This course will explore the language and the culinary customs of French cuisine, examining differences in food patterns between the US and France, the fundamentals of French and regional food and eating, including the history, and use of ingredients, as well as political and economic factors affecting rural French food systems.

**FRE/LIT 315: Readings in French Literature I** - Readings in French literature, from the 16<sup>th</sup> to the 18<sup>th</sup> centuries, and introduction to methods of literary analysis for students with the equivalent of at least two years of college-level French.

**FRE/LIT 316: Readings in French Literature II** - Readings in French literature, focusing on the 19<sup>th</sup> and 20<sup>th</sup> centuries, and introduction to methods of literary analysis for students with the equivalent of at least two years of college-level French.

**FRE 331: Contemporary France: Society, Politics, and Culture** - Study of contemporary French civilization through political, cultural, and social issues.

**FRE/FLM 355: France as seen through its Movies, post WWII to the 1970's** - This course proposes an historical, cultural, and esthetic approach to French films made between the end of the second World War and the 1970s. How do the films describe the dominant elements of a society and how they witness as well as create these representations?

**FRE/FLM 356: France as seen through its Movies, The 1980's to Today** - Study of the different facets of France — from literary imagination to social issues, from the 1980's to today — through a varied selection of films.

**FRE/THE 357: Communication in French Theatre** - Course focuses on oral communication through reading, recitation, study, and interpretation of modern theatrical texts. Students will demonstrate elocution of French language with texts from playwrights as diverse as Beckett, Camus, Reza, Delerm. Course develops strategies for more precise use of French for oral presentations or even job/internship interviews.

**FRE/HIS 328: Provençal History and Culture through its Monuments** - Introduction to the History of Provence and a study of its most exemplary monuments. Typically includes excursions to sites in Provence.

**FRE/LIT 340 (in French): French Children's Literature: Exploring Language, Culture, and Society** - This course focuses on the way French children's literature explores the creativity of language (with wordplay, for example) and the interaction between text and illustrations, while giving us an historical glimpse of French culture and society and of the underlying value system that pervades children's literature. The classics (Le Petit Prince, Charles Perrault's fairy tales, la Comtesse de Ségur) will be studied as will more contemporary texts (Marcel Aymé, Daniel Pennac, Sempé).

**FRE/LIT 383: Writing in Provence: Literature and Regional Culture** - How writers whose subjects celebrate Provence and the interactions between its inhabitants and its visitors help students better comprehend their own immersion in the region and in the language? This course will guide students to analyze and write their own personal reflections inspired by regional writers such as Marcel Pagnol, Jean Giono, René Char, Maylis de Kérangal, Stendhal and others.

**FRE/LING/EDU 391: Acquisition of the French Language: History and Perspective** - This course asks students to step back and ask the question: "What happens when I'm learning French?" We will reveal a wider understanding of our own practices as learners, more specifically as learners of French. Students will be challenged to question their own preconceptions. More

than a theoretical exercise, they will also be asked to put their ideas into practice. The course develops analytical, critical, and argumentative skills, requiring a precise use of the French language.

**FRE/LING 412: Contemporary French: The Linguistics of Everyday Language** - Course will reflect on and undertake a series of analyses on the language forms in current practice in French society. Analytical linguistics tools will be applied to usage in current-day, intercultural, youth, political, advertising, etc.

**FRE/LIT 414: France and Francophone Literature, a Dialogue** - Covering subjects such as the spirit of the desert, slavery, the Mediterranean and the initiation journey, this course reflects on the ongoing dialogue between authors from France and authors from French-speaking countries of former colonial territories.

**SP 101: Beginning Spanish I - Spanish Language in Context** - This course is designed for students with little or no prior knowledge of Spanish. By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking.

**SP 102: Beginning Spanish II - Spanish Language and Cultures** - This course is designed for students with very basic knowledge of Spanish. This course builds upon the skills acquired in SP101. By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking.

**SP 201: Intermediate Spanish I - Spanish Language in Context** - This course is designed for students with little prior knowledge of Spanish. Students who can already use a few basic words and phrases, and who can understand very simple requests and responses are appropriate for this level. Students entering this course are also able to read and interpret the basic meaning of simple sentences and phrases. Students who have studied basic Spanish in high school or in college but never

continued to build their skills may find this level appropriate. Students who have studied another Romance language may also be capable of entering this level. At the end of this 3-credit course students will be able to: express themselves in a variety of contexts, relate different pieces of information, establish cause and consequence, and converse with ease in limited formal and informal situations.

## **January Term**

### **FRE 101/FRE 102: French Language and Culture Seminar**

The French Language and Culture January Term Program is designed for students interested in a language and cultural immersion experience in the Mediterranean region of Southern France. IAU's exceptional out-of-classroom experiences include homestays, regional field studies and extracurricular activities such as wine tastings and cooking courses. Students receive intensive language instruction and have an immersive experience in the local culture during this three-week program.

### **ANT 501/LIT 575/COM 575: The Great Cities of Europe in Literature and Visual Arts Traveling Seminar**

- This course will explore the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilization. Literature and the arts will serve as our focal point. We will concentrate primarily on the late nineteenth-century up to the contemporary setting, more specifically on Rome, Aix-Marseille, Paris, Amsterdam, and Prague. We will explore a variety of media: poetry, novel, cinema and the fine arts. Students will improve their capacity for rigorous, extended critical evaluation and build upon their foundation for critical discourse that will serve to prepare their research towards a Master's' Thesis. This course is interdisciplinary in nature.

### **ARH 595/CCS 595/FRE 595/HIS 595/POL 595/REL 595/SPA 595: Europe and the Islamic World Traveling Seminar**

- The Traveling Seminar is designed for students interested in an academic and cultural experience in France, Morocco, Gibraltar, and Spain. The academic component consists of a series of briefings

from leading European academic, literary and political personalities and experts on the European relationship with the Islamic world. Participants will spend 19 nights in 14 cities and will attend daily lectures and meetings with distinguished scholars in addition to local guides and experts in the field of politics, art history, history and culture. Special emphasis will be placed on the importance of North African immigration to Europe and its current socio-cultural implications. This course is interdisciplinary in nature.

### **POL 545/IR 545/CUL 545: American Diplomacy in Action - U.S. Engagement in the 21<sup>st</sup> Century Traveling Seminar**

- This J-term is for students interested in learning about modern American diplomacy and the people who make it happen. Students will go behind the scenes at U.S. embassies in Europe and North Africa to meet U.S. diplomats at the forefront of American engagement. Cultural visits, Embassy briefings and academic lectures by IAU and ACM scholars and resident experts will place U.S. policies in their historic and geographic context, provide real-world examples of how American diplomats work, and explore the economic, security and environmental issues they face. Students will combine political analysis of U.S. foreign policy with cultural and historical considerations, and will contrast multilateral and bilateral diplomacy and analyze the U.S. approach to both. In addition, students will integrate organizational and bureaucratic elements into their analysis of U.S. diplomacy. This course is interdisciplinary in nature.

### **BUS 525/ECO 525/MKT 525/MGT 525: International Business Traveling Seminar**

- The International Business Traveling Seminar is designed for students interested in an academic and cultural experience in France, Morocco, and Belgium. Students gain exposure to the diverse facets of international business while visiting countries at different stages of economic development. While in Europe and North Africa, students visit major multi-national organizations and locally-run businesses as well as meet with public officials responsible for economic policy in order to build a well-rounded understanding of the global market. Students have the opportunity to learn from and exchange their observations with experts from ACM as

well as distinguished on-site scholars and local guides. This course is interdisciplinary in nature.

**ARH 585/HIS 585/ARC 585/CCS 585/REL 585: Mediterranean Basin Traveling Seminar** - This January Term Traveling Seminar promotes visual literacy in the history, art and archaeology as well as philosophical literature from the Mediterranean Basin from Antiquity to Middle Ages and the Renaissance period. It cultivates strong research and critical thinking skills, and develops students' abilities to synthesize cultural, historical, political, and social information as it bears upon the visual arts. The academic component consists of a series of on-site studies made by academic experts from ACM in addition to local guides and experts in the field of history, art history and archaeology. This course is interdisciplinary in nature.

**ENG 585/LIT 585/THE 585: Theatre Alive: Theatre in Ireland, Stratford-upon-Avon, Oxford, and London**

- The purpose of this course is to provide a college level introduction to Shakespearean drama that will be stimulating, challenging, and enjoyable. Classes will be primarily discussion. Special emphasis will be placed on close reading, character development, poetry, and major themes. We will also visit key historical sites in order to better understand the political and intellectual circumstances in which Shakespeare was writing. Special attention will be paid to Shakespeare as a writer for the stage and a man of the theatre, with visits to theatres to hear and see plays, backstage tours, and critical discussions of directorial, design, and acting choices. We will read four plays, there will be quizzes over the reading assignments, and students will write two 3 to 4 page essays. This course is interdisciplinary in nature.

**ARH 525/HIS 525/REL 525/CCS 525: Religion, Art, and Architecture Traveling Seminar: Abrahamic Religions and their Places of Worship** - The January Term Traveling Seminar is designed for students interested in an academic and cultural experience in Morocco, Spain, and Israel. The program is a comparative study of the

three Abrahamic religions; Judaism, Christianity and Islam. It examines the religions' shared aspects as well as distinct elements. The course compares the three religions and examines the way these three major traditions impact the modern West and the Middle East specifically. Special attention will be given to the city of Jerusalem, where students will study and explore Jewish, Christian and Islamic holy sites. This course is interdisciplinary in nature.

**ES 575/IR 575: Environmental Security & Sustainability in the Mediterranean Basin** - Humanity has been present in the Mediterranean basin for millennia. Today, it is home to nearly 500 million people and some of the highest levels of endemic biodiversity in the world. Yet we can already witness how climate change and other more recent environmental ills are having serious impacts on human wellbeing and wildlife. Increased temperatures, decreased precipitation, drought, and rising food prices can stress political and social stability. While pressure on terrestrial and marine wildlife habitat and species from human disturbances, a changing climate, invasive species among others can seriously affect local economies. This course will first examine the nature of these impacts, their causes, and the role they play in regional security. Second, the course will examine the many efforts taking place to address these environmental and societal concerns. Emphasis will be placed on issues such as climate change mitigation/adaptation, sustainable agriculture/food security, habitat destruction/wildlife conservation, water management/desertification, energy production and GHG emissions, as well as other efforts in sustainable development. Visiting international institutions, businesses and think tanks from Rome to Malaga, we will explore the different efforts, initiatives, policies and perspectives around the Mediterranean basin. This course is interdisciplinary in nature.

**BUS 502/BUS 506/ECO 503/GEO 503/HSP 507/WS 502/WS 503/WS 506/WS 507: Wine, Gastronomy, and Tourism of the Mediterranean** - The wine industry continues to develop as a global market force and France has long been considered the heart of wine production. Traveling to several Mediterranean wine regions, this

seminar examines the individuality and expression and compares the wine, gastronomy and tourism industry in both France and Spain. Topics include the international influence of the wine market, globalization of wine, economic and trade aspects, gastronomical tourism, enotourism, along with cultural influences. Students will have the opportunity to speak directly with winemakers, vineyards, wine associations, retailers, restaurateurs, tourist organizations to fully experience the vast diversity of the wine industry.

## Master of Arts in Media Studies

The M.A. in Media Studies at The American College of the Mediterranean provides students with a broad and interdisciplinary formation commencing from core training in communication theory and media research methods. The program leverages the site-specificity of its European campus with close ties to Spain and North Africa and combines theory and practice in order to prepare students for success in fields such as public relations, brand management, public affairs, nonprofit management, education, and research. The program emphasizes ethical, culturally-sensitive, and socially responsible communication.

### Degree Requirements

The Master of Arts in Media Studies is a thirty six credit-hour, one year program consisting of required three-credit core courses (15 units), several different electives according to students' chosen tracks (9 units), an intersession traveling seminar (4 units), an internship during the second semester (4 units), and finally a Master's Thesis (4 units) submitted at the completion of the program. A Master's Thesis prospective will be submitted in the second semester for approval by student's committee. Students will continue to work on this proposal with advisor and submit no later than July 1 for successful completion of the program. The advisor will help determine the student's particular track of study depending on the thesis' area of focus.

### Courses

During this year-long program (two semesters plus January Term and summer work), students will choose

from courses in subject matter relating to Media Studies Theory and History, Journalism, Film, and Visual Arts, the Study of Popular Culture and the Media, and French as a Second Language.

### Semester 1 (12 Credits)

All students take four 500-level courses: two core courses (below), one elective course (below) and one language that they will study during the year to fulfill the language proficiency requirement.

#### Core Courses (6 credits, Any 2 of the following 3)

- Proseminar in Media Studies Theory
- Media & Conflict
- Media & Politics

#### Sample Elective Media Studies courses: (3 credits)

- Islam and Europe in Today's Media Climate
- Provence, Myth & Media
- France, WWII, & Media
- European Cinema
- European City & Visual Arts
- Creative Non-Fiction
- Writing in Provence
- France & It's Movies--WWII-1970's
- France & It's Movies--1980's-Today
- Current Events & French Media
- France, Francophone & Music

### Language (3 Credits)

- Language Requirement

### January Term (4 Credits)

MAMS students will take advantage of ACM's plethora of January term/Intersession programs which are multi-country traveling seminars, many of which explore the politics, economies, histories, and cultures of the countries visited. All students will participate in a January Term Seminar chosen from the list below. The choice is based on the student's track.

- Europe and the Islamic World (France - Morocco - Gibraltar - Spain)

- American Diplomacy (Marseille - Aix-en-Provence - Casablanca - Rabat - Paris - Istanbul)
- Mediterranean Basin (France - Italy - Greece)
- Religion, Art & Architecture (Morocco - Gibraltar - Spain - Turkey - Israel)
- Great Cities (Italy, France, the Netherlands, Czech Republic)
- Shakespeare and the Theatre (England)

## Semester 2 (12 Credits)

All students take four 500-level courses: one core courses (below), two elective courses (below) and one language that they will study during the year to fulfill the language proficiency requirement.

### Core Courses (3 credits; Remaining Core Course)

- Proseminar in Media Studies Theory
- Media & Conflict
- Media & Politics

### Sample Elective Media Studies courses: (6 credits)

- Islam and Europe in Today's Media Climate
- Provence, Myth & Media
- France, WWII, & Media
- European Cinema
- European City & Visual Arts
- Creative Non-Fiction
- Writing in Provence
- France & It's Movies--WWII-1970's
- France & It's Movies--1980's-Today
- Current Events & French Media
- France, Francophone & Music

## Language (3 Credits)

- Language Requirement

## Summer (8 Credits)

Students will participate in one internship (four credits) and will complete their Master's Thesis (4 credits).

- **Internship:** May-July (4 credits) Students will submit regular reports to their advisors with a final report in July.

- **Master's Thesis:** (4 credits) Students will work closely with their chosen track advisor on a Master's Thesis to be submitted no later than July 1st after the completion of their coursework. Students will attend graduation ceremony but will only receive their diploma upon the submission and successful completion of their Master's Thesis.

**Total = 36 credits**

## Core Courses

**MS 550: Media Studies Theory** - In this graduate seminar students will explore the key traditions of disciplinary and theoretical inquiry that contribute to the study of Digital Media, including media theory, literary-critical theory, visual culture and the cultural studies of media, communications theory, and performance studies. Students will examine key texts in each of these areas and explore their application to representative digital artifacts. Field studies may include visits to important media outlets in Aix-en-Provence, Marseille and Paris.

**POL/COM 516: Media and Conflict** - The course will provide a structured approach to address different media systems. It will explore the dynamics of news, politics, conflicts and freedom of the press. Focusing on ongoing, international crises of global importance, we will examine how various international media report on topics including armed conflicts, human rights abuses. We will study the dynamics governing news media environment and structures. We will try to understand why different audiences from different cultural spheres perceive the same news in sometimes a diametrically opposed way. We will examine the rich arsenal of repression tools used by authoritarian and even democratic regimes to suppress press freedom or spin news to their advantage. We will look at the ways and means by which courageous journalists try to circumvent these obstacles.

## Language Courses

**ARAB 101→102: Elementary Modern Standard Arabic - 6 credits** - An introduction to the phonology and writing system of modern standard Arabic, its basic vocabulary and structure. Students will learn foundations of Arabic

script and build vocabulary to read and engage in simple conversation.

**FRE 101 → 102: Practical Elementary French I then II - 6 credits** - A year of college credit in one semester intended for those with little or no previous study. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of an understanding of oral French through listening and speaking practices.

**FRE 102 → 201: Practical Elementary French II then Intermediate French I - 6 credits** - A year of college credit in one semester intended for those who have completed the equivalent of one semester of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of an understanding of oral French through dialogue and role playing.

**FRE 201 → 202: Intermediate French I then II - 6 credits** - A year of college credit in one semester intended for those who have completed the equivalent of two semesters of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of oral French through conversation.

**FRE 202: Intermediate French II - 4 credits** - Intended for those who have completed the equivalent of three semesters of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of oral French through conversation.

**FRE 211: Living in France: Intercultural Communication** - Intended for students who have completed the equivalent of two to three semesters of college level French. Intensive focus on oral practice looking at popular French culture.

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**SP 102: Beginning Spanish II – Spanish Language and Cultures** - This course is designed for students with very basic knowledge of Spanish. This course builds upon the skills acquired in SP101. By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking.

**SP 201: Intermediate Spanish I – Spanish Language in Context** - This course is designed for students with little prior knowledge of Spanish. Students who can already use a few basic words and phrases, and who can understand very simple requests and responses are appropriate for this level. Students entering this course are also able to read and interpret the basic meaning of simple sentences and phrases. Students who have studied basic Spanish in high school or in college but never continued to build their skills may find this level appropriate. Students who have studied another Romance language may also be capable of entering this level. At the end of this 3-credit course students will be able to: express themselves in a variety of contexts, relate different pieces of information, establish cause and consequence, and converse with ease in limited formal and informal situations.

## January Term (4 Credits)

**ARH 595/CCS 595/FRE 595/HIS 595/POL 595/REL 595/SPA 595: Europe and the Islamic World Traveling Seminar** - The Traveling Seminar is designed for students interested in an academic and cultural experience in France, Morocco, Gibraltar, and Spain. The academic component consists of a series of briefings from leading European academic, literary and political personalities and experts on the European relationship with the Islamic world. Participants will spend 19 nights in 14 cities and will attend daily lectures and meetings with distinguished scholars in addition to local guides and experts in the field of politics, art history, history and culture. Special emphasis will be placed on the importance of North African immigration to Europe and its current socio-cultural implications. This course is interdisciplinary in nature.

**POL 545/IR 545/CUL 545: American Diplomacy in Action-U.S. Engagement in the 21<sup>st</sup> Century Traveling Seminar** This J-term is for students interested in learning about modern American diplomacy and the people who make it happen. Students will go behind the scenes at U.S. embassies in Europe and North Africa to meet U.S. diplomats at the forefront of American engagement. Cultural visits, Embassy briefings and academic lectures by scholars and resident experts will place U.S. policies in their historic and geographic context, provide real-world examples of how American diplomats work, and explore the economic, security and environmental issues they face. Students will combine political analysis of U.S. foreign policy with cultural and historical considerations, and will contrast multilateral and bilateral diplomacy and analyze the U.S. approach to both. In addition, students will integrate organizational and bureaucratic elements into their analysis of U.S. diplomacy. This course is interdisciplinary in nature.

**ARH 585/HIS 585/ARC 585/CCS 585/REL 585: Mediterranean Basin Traveling Seminar** - This January Term Traveling Seminar promotes visual literacy in the history, art and archaeology as well as philosophical literature from the Mediterranean Basin from Antiquity to

Middle Ages and the Renaissance period. It cultivates strong research and critical thinking skills, and develops students' abilities to synthesize cultural, historical, political, and social information as it bears upon the visual arts. The academic component consists of a series of on-site studies made by academic experts from ACM in addition to local guides and experts in the field of history, art history and archaeology. This course is interdisciplinary in nature.

**ARH 525/HIS 525/REL 525/CCS 525: Religion, Art, and Architecture Traveling Seminar: Abrahamic Religions and their Places of Worship** - The January Term Traveling Seminar is designed for students interested in an academic and cultural experience in Morocco, Spain, and Israel. The program is a comparative study of the three Abrahamic religions; Judaism, Christianity and Islam. It examines the religions' shared aspects as well as distinct elements. The course compares the three religions and examines the way these three major traditions impact the modern West and the Middle East specifically. Special attention will be given to the city of Jerusalem, where students will study and explore Jewish, Christian and Islamic holy sites. This course is interdisciplinary in nature.

**ANT 501/LIT 575/COM 575: The Great Cities of Europe in Literature and Visual Arts Traveling Seminar** - This course will explore the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilization. Literature and the arts will serve as our focal point. We will concentrate primarily on the late nineteenth-century up to the contemporary setting, more specifically on Rome, Aix-Marseille, Paris, Amsterdam, and Prague. We will explore a variety of media: poetry, novel, cinema and the fine arts. Students will improve their capacity for rigorous, extended critical evaluation and build upon their foundation for critical discourse that will serve to prepare their research towards a Master's' Thesis. This course is interdisciplinary in nature.

**ENG 585/LIT 585/THE 585: Theatre Alive: Theatre in Ireland, Stratford-upon-Avon, Oxford, and London**

- The purpose of this course is to provide a college level introduction to Shakespearean drama that will be stimulating, challenging, and enjoyable. Classes will be primarily discussion. Special emphasis will be placed on close reading, character development, poetry, and major themes. We will also visit key historical sites in order to better understand the political and intellectual circumstances in which Shakespeare was writing. Special attention will be paid to Shakespeare as a writer for the stage and a man of the theatre, with visits to theatres to hear and see plays, backstage tours, and critical discussions of directorial, design, and acting choices. We will read four plays, there will be quizzes over the reading assignments, and students will write two 3 to 4 page essays. This course is interdisciplinary in nature.

## Global Master of Business

### Administration

The Global Master of Business Administration (GMBA) is a 46 credit-hour, one-year master's degree leveraging ACM's strategic location in Southern Europe. The program builds on the historic academic tradition of the Institute for American Universities, ACM's parent organization, as one of the first American institutions abroad to prepare those aspiring to careers in international business and diplomacy. With our principal campus in Aix-en-Provence, France and satellite campuses and programs in Spain and Morocco, ACM is well positioned to prepare students for the many challenges of the global economy today with an emphasis on Europe, North Africa, and the Mediterranean.

Candidates for the GMBA can choose to specialize in one of the following tracks:

- Global Wine Studies
- Mediterranean Business Studies
- Global Management
- Global Marketing

### Admissions Requirements

Students admitted to the Global MBA program must have completed a bachelors' degree or its equivalent (120 units

of academic credit) with some proficiency in at least one language other than English. Students are required to take the GMAT, and international experience and/or knowledge of other cultures is highly recommended for admission into the program. For international applicants who completed their course of study in any language other than English, a minimum TOEFL score of 79 is required.

## Degree Requirements

The Global MBA's 46 credits are composed of the following:

- Core courses (27 credits)
- Two language and culture courses (6 credits)
- One elective according to the student's chosen track (3 credits)
- January Term Traveling Seminar (4 credits)
- Summer consultancy/internship project (6 credits)

### Core courses

- Financial Accounting
- Strategic Management
- Operations Management
- Global Marketing
- International Economics
- Quantitative Methods for Decision Making
- Organizational Behavior
- Financial Management
- Intercultural Management
- Business Law and Ethics in the Global Marketplace

### Sample Elective Courses

- Global Brand Management
- The Economics of the European Union
- Luxury Management
- Socially Responsible and Sustainable Fashion Management
- Wine Marketing and Analysis
- Regional Wine Trade and Economics
- International Wine Trade
- Wine, Gastronomy, and Sustainability of the Mediterranean

## Language and Culture

All candidates are required to take 6 credits of language and culture courses in French, Spanish, or Arabic.

## Courses

### Early Start (2 Credits)

Students will take the following 500-level, two-credit core course: **Intercultural Management**

### Semester 1 (17 Credits)

All students will enroll in four 500-level core courses and choose a language to study during the year to fulfill the language proficiency requirement.

#### Core Courses

- Financial Accounting (3 Credits)
- Operations Management (3 Credits)
- Quantitative Methods for Decision Making (2 Credits)
- Organizational Behavior (3 Credits)

#### Language and Culture (6 Credits)

### January Term (4 Credits)

All students will participate in a January Term Traveling Seminar between the Fall and Spring semesters, selected from the list below according to their chosen track.

- International Business (France-Morocco-Belgium-Germany)
- Diplomacy & Business (France-Belgium-Tunisia)
- Wine, Gastronomy & Sustainability of the Mediterranean

### Semester 2 (17 Credits)

All candidates will take five 500-level core courses and choose one 500-level elective course related to their chosen track.

#### Core Courses

- Strategic Management (3 credits)
- Global Marketing (3 credits)
- Business Law and Ethics in the Global Marketplace (3 credits)
- Financial Management (3 credits)
- International Economics (2 credits)

### Sample Elective Courses (3 credits)

- Global Brand Management
- The Economics of the European Union
- Luxury Management
- Socially Responsible and Sustainable Fashion Management
- Wine Marketing and Analysis
- Regional Wine Trade and Economics
- International Wine Trade
- Wine, Gastronomy, and Sustainability of the Mediterranean

## Internship & Consultancy Project (6 Credits)

Starting in the fall semester, students will work with their advisor to compose and submit a prospective consultancy project proposal for approval by their committee. During this process, the student's advisor will help determine his/her particular track of study depending on the consultancy project's area of focus.

Beginning in May of the spring semester, ACM will help students secure internships from ACM's business network that include corporations of the caliber of Airbus industries and CMA-CGM. Although ACM guides and supports students in this process, each student is responsible for applying and interviewing for the internship. Once the internship begins, students will continue to work closely with their advisor, submitting regular reports throughout the internship. The student will remain in the internship through mid-August and be required to submit a final report upon completion, no later than September 1st.

While students will attend the graduation ceremony in May, they will only receive their diploma upon the submission and successful completion of their consultancy report.

**Total = 46 Credits**

## Core Courses

**BUS 685 Financial Accounting** - All types of organizations and individuals develop and use financial accounting information in conducting their daily activities. The concepts of financial accounting, however, are most highly developed and clearly defined in the business world.

Therefore, this course focuses upon financial accounting information relating to profit-oriented business organizations. This graduate course introduces the basic concepts and principles of accounting for preparing the financial statements such as income statements (financial performance) and balance sheets (financial position). The course focuses on the detailed understanding of accounting information systems, accounting concepts, accounting principles, accounting cycles, recording of transactions, and financial statement concepts.

**BUS 650 Strategic Management** - This course introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is focused on the information, analyses, organizational processes, and skills and business judgment managers must use to devise strategies, position their businesses, define firm boundaries and maximize long-term profits in the face of uncertainty and competition. Field studies and externships may include visits to businesses in Aix en Provence, Marseille, Barcelona and Paris.

**BUS 575 Operations Management:** Our objective in this course is to introduce you to concepts and techniques related to the design, planning, control, and improvement of manufacturing and service operations. The course begins with a holistic view of operations, where we stress the coordination of product development, process management, and supply chain management. As the course progresses, we will investigate various aspects of each of these three tiers of operations in detail. We will cover topics in the areas of process analysis, materials management, production scheduling, quality improvement, and product design. Field studies and externships may include visits to businesses in Aix en Provence, Marseille, Barcelona and Paris.

**BUS 505 Global Marketing** - Exploration of basic knowledge of global marketing focusing on the impact of environment on the strategies used by firms, and the understanding of consumer behavior management as it relates to the development and implementation of global marketing strategies.

**ECO/ES 501 International Economics** - The effects of greater freedom and liquidity in world trade will be critically analyzed and explained, especially in the light of recent controversy concerning 'globalization.' We shall assess the performance of European Union, as a project of regional economic integration intended to redress many of the alleged defects of the liberalized trade model, and ask whether and how it might offer a viable solution to the need to preserve economic and social cohesion and meet institutional pre-requisites of economic development.

**BUS 585 Quantitative Methods for Decision Making** - The purpose of this course is to provide students with a sound conceptual understanding of the role that Management Science plays in the decision making process. The course will be taught in an applied fashion and whenever possible the "problem scenario approach" will be used. Particular attention will be given to problems, opportunities and decisions facing a manager in today's business world. More specifically, we will discuss and extensively analyze the topics of descriptive and inferential statistics and decision-making. The course will primarily consist of lectures, outside readings, problems, and case studies designed to provide the student with the tools and techniques required to manage processes efficiently and make decisions effectively. At the completion of this course, the student is expected to have gained a working knowledge and understanding of the mathematical models used in Management, how they are constructed and used in practice, and the important contributions they have made to the success of managerial decision-making.

**BUS 555 Organizational Behavior** - This graduate seminar is designed for new GMBA students to gain an understanding of classic and contemporary research that addresses fundamental issues of organizational behavior. Drawing on theory and research in psychology, social psychology, and organizational behavior, we shall explore individual, interpersonal, and group processes in work organizations. Our emphasis will be on the development of theory and research. Field studies will include visits to local businesses in Aix-en-Provence and the general region.

**FIN 500 Financial Management** - This course is an introduction to the main areas of corporate finance. Its

focus is on developing an understanding of the tools and methodologies available to the financial manager for decision-making in capital budgeting, working capital management, capital structure, and profit planning and control.

**BUS 503 Intercultural Management** - Fast-paced changes in innovative management in recent years, from mono-cultural to multicultural, from mono-linguistic to multilingual, has deeply affected the needs of global business and the hiring of global nomads and experienced expatriates in our shifting companies and organizations. This course will raise awareness on managing innovative and intercultural Human Resource to achieve new 21st century goals in diversity and inclusion and new solutions to the challenges and opportunities international work forces can generate.

**BUS 504 Business Law and Ethics in the Global Marketplace** - This course investigates ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics, obligations to employees and other stakeholders; truth in advertising, whistle-blowing, and company loyalty; self and government regulation; the logic and future of capitalism; and the changing responsibilities of the manager in a rapidly globalizing business environment.

#### Language Courses

**ARAB 101→102: Elementary Modern Standard Arabic - 6 credits** - An introduction to the phonology and writing system of modern standard Arabic, its basic vocabulary and structure. Students will learn foundations of Arabic script and build vocabulary to read and engage in simple conversation.

**FRE 101 → 102: Practical Elementary French I then II - 6 credits** - A year of college credit in one semester intended for those with little or no previous study. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of an understanding of oral French through listening and speaking practices.

**FRE 102 → 201: Practical Elementary French II then Intermediate French I - 6 credits** - A year of college credit

in one semester intended for those who have completed the equivalent of one semester of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of an understanding of oral French through dialogue and role playing.

**FRE 201 → 202: Intermediate French I then II - 6 credits** - A year of college credit in one semester intended for those who have completed the equivalent of two semesters of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of oral French through conversation.

**FRE 202: Intermediate French II - 4 credits** - Intended for those who have completed the equivalent of three semesters of college level French. Intensive four-hour classroom instruction tied to two-hour workshops and activities. Development of oral French through conversation.

**FRE 211: Living in France: Intercultural Communication** - Intended for students who have completed the equivalent of two to three semesters of college level French. Intensive focus on oral practice looking at popular French culture.

**FRE 218: France, Francophonie, and Music** - Intended for students who have completed the equivalent of two to three semesters of college level French. Intensive focus on linguistic and cultural comprehension as well as oral expression through music in France and throughout the Francophone world.

**FRE 301: Advanced French I: Structure and Expression** - Intended for students who have completed the equivalent of four semesters or two years of college level French. Advanced written and oral practice and grammar review. Essay topics follow a simulation enriched with a variety of documentation and multimedia activities.

**FRE 302: Advanced French II: Conversation and Composition** - Intended for student who have completed the equivalent of five semesters of college level. Students

improve their advanced command of oral and written French.

**FRE/BUS 311: Business French** - Intensive training in French for business and commercial purposes, emphasizing specialized forms and vocabulary.

**FRE 335: The Phonetics of Contemporary French** - Phonetic theory illustrated by aural practice and pronunciation. Intensive practice in sound reproduction and fine-tuning the ear to new sound combinations.

**FRE 401: Translation and Structure I: From Colloquial to Literary** - Translation from English to French and French to English, with constant reference to technical, theoretical, and colloquial considerations.

**FRE 402: Translation and Structure II: From Colloquial to Literary** - Translation from English to French and French to English, with constant reference to technical, theoretical, and colloquial considerations.

**FRE 306: Cross-Cultural Studies in Food and Culture** - Both the Mediterranean diet and French Gastronomy have been declared intangible cultural heritage by UNESCO. This course will explore the language and the culinary customs of French cuisine, examining differences in food patterns between the US and France, the fundamentals of French and regional food and eating, including the history, and use of ingredients, as well as political and economic factors affecting rural French food systems.

**FRE/LIT 315: Readings in French Literature I** - Readings in French literature, from the 16<sup>th</sup> to the 18<sup>th</sup> centuries, and introduction to methods of literary analysis for students with the equivalent of at least two years of college-level French.

**FRE/LIT 316: Readings in French Literature II** - Readings in French literature, focusing on the 19<sup>th</sup> and 20<sup>th</sup> centuries, and introduction to methods of literary analysis for students with the equivalent of at least two years of college-level French.

**FRE 331: Contemporary France: Society, Politics, and Culture** - Study of contemporary French civilization through political, cultural, and social issues.

**FRE/FLM 355: France as seen through its Movies, post WWII to the 1970's** - This course proposes an historical, cultural, and esthetic approach to French films made between the end of the second World War and the 1970s. How do the films describe the dominant elements of a society and how they witness as well as create these representations?

**FRE/FLM 356: France as seen through its Movies, The 1980's to Today** - Study of the different facets of France — from literary imagination to social issues, from the 1980's to today — through a varied selection of films.

**FRE/THE 357: Communication in French Theatre** - Course focuses on oral communication through reading, recitation, study, and interpretation of modern theatrical texts. Students will demonstrate elocution of French language with texts from playwrights as diverse as Beckett, Camus, Reza, Delerm. Course develops strategies for more precise use of French for oral presentations or even job/internship interviews.

**FRE/HIS 328: Provençal History and Culture through its Monuments** - Introduction to the History of Provence and a study of its most exemplary monuments. Typically includes excursions to sites in Provence.

**FRE/LIT 340 (in French): French Children's Literature: Exploring Language, Culture, and Society** - This course focuses on the way French children's literature explores the creativity of language (with wordplay, for example) and the interaction between text and illustrations, while giving us an historical glimpse of French culture and society and of the underlying value system that pervades children's literature. We will study classics (Le Petit Prince, Charles Perrault's fairy tales, la Comtesse de Ségur) and more contemporary texts (Marcel Aymé, Daniel Pennac, Sempé).

**FRE/LIT 383: Writing in Provence: Literature and Regional Culture** - How writers whose subjects celebrate Provence and the interactions between its inhabitants and its visitors help students better comprehend their own immersion in the region and in the language? This course will guide students to analyze and write their own personal reflections inspired by regional writers such as Marcel Pagnol, Jean Giono, René Char, Maylis de Kérangal, Stendhal and others.

**FRE/LING/EDU 391: Acquisition of the French Language: History and Perspective** - This course asks students to step back and ask the question: "What happens when I'm learning French?" We will reveal a wider understanding of our own practices as learners, more specifically as learners of French. Students will be challenged to question their own preconceptions. More than a theoretical exercise, they will also be asked to put their ideas into practice. The course develops analytical, critical, and argumentative skills, requiring a precise use of the French language.

**FRE/LING 412: Contemporary French: The Linguistics of Everyday Language** - Course will reflect on and undertake a series of analyses on the language forms in current practice in French society. Analytical linguistics tools will be applied to usage in current-day, intercultural, youth, political, advertising, etc.

**FRE/LIT 414: France and Francophone Literature, a Dialogue** - Covering subjects such as the spirit of the desert, slavery, the Mediterranean and the initiation journey, this course reflects on the ongoing dialogue between authors from France and authors from French-speaking countries of former colonial territories.

**SP 101: Beginning Spanish I - Spanish Language in Context** - This course is designed for students with little or no prior knowledge of Spanish. By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking.

**SP 102: Beginning Spanish II – Spanish Language and Cultures** - This course is designed for students with very basic knowledge of Spanish. This course builds upon the skills acquired in SP101. By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking.

**SP 201: Intermediate Spanish I – Spanish Language in Context** - This course is designed for students with little prior knowledge of Spanish. Students who can already use a few basic words and phrases, and who can understand very simple requests and responses are appropriate for this level. Students entering this course are also able to read and interpret the basic meaning of simple sentences and phrases. Students who have studied basic Spanish in high school or in college but never continued to build their skills may find this level appropriate. Students who have studied another Romance language may also be capable of entering this level. At the end of this 3-credit course students will be able to: express themselves in a variety of contexts, relate different pieces of information, establish cause and consequence, and converse with ease in limited formal and informal situations.

### **January Term**

**POL 545/IR 545/CUL 545: American Diplomacy in Action - U.S. Engagement in the 21<sup>st</sup> Century Traveling Seminar**

This J-term is for students interested in learning about modern American diplomacy and the people who make it happen. Students will go behind the scenes at U.S. embassies in Europe and North Africa to meet U.S. diplomats at the forefront of American engagement. Cultural visits, Embassy briefings and academic lectures by IAU and ACM scholars and resident experts will place U.S. policies in their historic and geographic context, provide real-world examples of how American diplomats work, and explore the economic, security and environmental issues they face. Students will combine political analysis of U.S. foreign policy with cultural and historical considerations, and will contrast multilateral and

bilateral diplomacy and analyze the U.S. approach to both. In addition, students will integrate organizational and bureaucratic elements into their analysis of U.S. diplomacy. This course is interdisciplinary in nature.

**BUS 525/MGE 525/MKT 525/ECO 325: International Business**

The International Business Traveling Seminar is designed for students interested in an academic and cultural experience in France, Morocco, and Belgium. Students gain exposure to the diverse facets of international business while visiting countries at different stages of economic development. While in Europe and North Africa, students visit major multi-national organizations and locally-run businesses as well as meet with public officials responsible for economic policy in order to build a well-rounded understanding of the global market. Students have the opportunity to learn from and exchange their observations with experts from ACM as well as distinguished on-site scholars and local guides.

**BUS 502/BUS 506/ECO 503/GEO 503/HSP 507/WS 502/WS 503/WS 506/WS 507: Wine, Gastronomy, and Tourism of the Mediterranean**

The wine industry continues to develop as a global market force and France has long been considered the heart of wine production. Traveling to several Mediterranean wine regions, this seminar examines the individuality and expression and compares the wine, gastronomy and tourism industry in both France and Spain. Topics include the international influence of the wine market, globalization of wine, economic and trade aspects, gastronomical tourism, enotourism, along with cultural influences. Students will have the opportunity to speak directly with winemakers, vineyards, wine associations, retailers, restaurateurs, tourist organizations to fully experience the vast diversity of the wine industry.

# Directory of Administrators

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