The American College of the Mediterranean

2025-2026 Catalog

Undergraduate and Graduate Programs

Updated: August 28, 2025

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*MAMS is not enrolling students for the 2025-2026 academic year.

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 centers in Spain, Morocco, and Italy, 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.

ACM shares a long history in Southern France since its study abroad institute, IAU (Institute for American Universities) dates 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. Over sixty-seven 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 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 businesspeople 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 undergraduate or graduate degree programs, you become part of a unique group of scholars who engage with and challenge the dominant discourses that shape today's world.

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 and History

The American College of the Mediterranean (ACM) is an independent, free-standing institution founded as the Institute for American Universities (IAU) 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 American College of the Mediterranean aims 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.

- ACM advances this mission through a unique combination of interdisciplinary programming, internships, and curricula for both full-time degree-seeking and visiting students.
- ACM's mission is a distillation of its history and reflects the commitment of its founders to international higher education as an engine of self-transformation, global understanding, and societal progress in the United States and abroad.
- ACM creates an academic community of full-time degree-seeking and visiting students in an international environment that develops intellectual tolerance, freedom, and integrity.

Institutional Learning Outcomes

Upon successful completion of any of ACM's programs in the areas of knowledge, skills, and attitudes, students will:

- Demonstrate written, oral, and critical thinking skills that exhibit their ability to identify, investigate, analyze, and synthesize historical, linguistic, scientific, cultural, and artistic phenomena of the European and Mediterranean communities and situate their findings within a global framework.
- Be able to articulate a critical platform upon which to integrate their worldview within the contemporary global issues that affect differing international cultures and societies.
- Demonstrate the ability to question personal perspectives, recognize and respect differences, acknowledge the value of diversity and sustainability, and act with tolerance and integrity in their intellectual as well as civic communities.

ACM integrates the best practices and values of an international institution of Higher Education with those of a degree-granting American-style university. ACM is a founding member of the Association of American International Colleges and Universities (AAICU), a network of prestigious U.S. institutions of higher learning located throughout Europe, Africa, the Middle East, and Asia, dedicated to promoting American-style education abroad. Thanks to these connections, ACM shares resources and expertise with premier academic institutions such as The American College of Thessaloniki, The American University in Bulgaria, The American University of Beirut, The American University of Cairo, The American University of Paris, The American University of Rome, John Cabot University, and Central European University.

History of the Institute for American Universities (IAU)

To best understand ACM's history, it is important to consider the history of IAU, ACM's study abroad institute. 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 one of the oldest and largest study abroad programs of its kind.

By 1966, IAU enrolled approximately 200 students a year. In 1976, it incorporated The Marchutz Core Arts Program (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 over 700 colleges and universities, over 30,000 undergraduates, and has an annual enrollment of over 1,500 study abroad students.

In 2015, IAU launched its initial tranche of degree programs and welcomed its first Master of Fine Arts (MFA) students. Dr. Carl Jubran was appointed as IAU's fifth president, and IAU's degree programs were supported by the Council of Academic Advisors (CAA), now known as the College Advisory Board (CAB). IAU's board created the entity that would serve as the degree-granting institution, known as The American College of the Mediterranean (ACM). ACM had its own board for the first years of existence. In 2021, ACM's board merged with IAU's board, and the two institutions became one, with ACM serving as the parent institution and IAU as the study abroad institute of ACM.

ACM provides its transcripts to students who complete its study abroad programs through IAU. 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 study abroad credit directly, thanks to a longstanding partnership with Fairfield University in Connecticut, they provide the final transcript to IAU alumni. Until ACM achieves U.S. accreditation, the recognition of its new degrees and course equivalencies comes through Northern Illinois University, ACM's most longstanding School of Record.

Accreditation

The American College of the Mediterranean (ACM) has been granted candidate designation for regional accreditation by the New England Commission of Higher Education (NECHE). Candidacy is not accreditation, nor does it ensure eventual accreditation. Candidacy is a formal affiliation with NECHE. It indicates that the institution has achieved initial recognition and is progressing towards accreditation. Questions about eligibility and the accreditation process should be directed to the President of the Commission. Many institutional partners of ACM have NECHE accreditation, including Fairfield University, Harvard University, Boston College, Tufts University, and Yale University

In France, ACM is recognized as an institution of higher learning by the French Ministry of Education and the *Rectorat* of Aix-Marseille Université.

Professional Affiliations

Since its inception in 1957, ACM has been at the forefront of study abroad opportunities for students and faculty. To stay current with the most current practices and offerings in international education, ACM has been actively involved in numerous professional organizations. Through active participation and attendance at regional, national, and international conferences and fairs, ACM 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 ACM is an active member.

The Association of American International Colleges and Universities (AAICU)

IAU, ACM's study abroad institute, was 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 U.S. 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.

The Association of International Education Administrators (AIEA)

AIEA, a membership organization formed in November 1982, is composed of institutional leaders engaged in advancing the international dimensions of higher education. The purpose of the AIEA is to:

- Provide an effective voice on significant issues within international education at all levels,
- Improve and promote international education programming and administration within institutions

of higher education,

- Establish and maintain a professional network among international education institutional leaders, and
- Cooperate in appropriate ways with other national and international groups having similar interests.

The Association of American University Programs in France (APUAF)

APUAF was established in 2008 and represents the interests, concerns, and vision of its 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 and 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.

The College Consortium for International Studies (CCIS)

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 various programs, notably study abroad programs and professional development seminars for faculty and administrators, 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 that share this commitment, and to facilitate linkages between member institutions and international partners. In all its programs and activities, CCIS strives for a high level of academic excellence.

Forum on Education Abroad

ACM-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 chance to hold sessions and discussions with colleagues on present-day issues in the field.

National Association for Foreign Student Affairs (NAFSA): Association of International Educators

ACM 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. ACM staff have 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 U.S., French, and Spanish 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.

Aix-en-Provence

Stéphane Ach, MA Business *(part-time)*	**Nassima Fezza, PhD** French *(part-time)*	**Sarah McIntosh, MA** Economics *(full-time)*
Cherie Baloche, MA French *(part-time)*	**Erik Freeman, M.Phil** Philosophy *(full-time)*	**Pamela Morton, MA** Art History *(part-time)*
Nitin Beeharry, DEA, MBA Business *(full-time)*	**Matthew Gernt, MFA** Fine Arts *(part-time)*	**Gregory Mose, PhD** International Relations *(full-time)*
Jonathan Bell, PhD Music *(part-time)*	**Idit Gezin, DUMI, MA** Music *(part-time)*	**Samantha Mureau, DUT** Business
Stéphanie Bérard, MFLE French *(part-time)*	**Aurore Guitry, PhD** French and Translation *(full-time)*	**Marie Rebourg, PhD** French *(part-time)*
Nathalie Besson, MFLE French *(part-time)*	**Mohammad Hassouna, PhD** Ecology and Environmental Studies *(full-time)*	**Florence Rossignol, MA** French *(part-time)*
Mary Boyington, PhD Comparative Literature and Translation *(full-time)*	**Garett Heysel, PhD** French *(full-time)*	**William Ruller, MFA** Art *(full-time)*
Philip Breeden, MA International Relations *(part-time)*	**Aboubakr Jamaï, MBA** International Relations *(full-time)*	**Sophie Simon, MFLE French** French *(part-time)*
Anne Broilliard, MA French *(part-time)*	**Carl Jubran, PhD** Post-Colonial Studies *(full-time)*	**Leigh Smith, PhD** Comparative Literature *(full-time)*
Suzanne Canessa, PhD French Literature *(part-time)*	**Emilie Kassentini, MA** Art *(part-time)*	**Cole Stangler** International Relations and Media Studies *(part-time)*
Francesco Colin, PhD Political Science and International Relations *(part-time)*	**Ayman Khoury, MA** Photography *(part-time)*	**Michael Stricof, PhD** International Relations *(part-time)*
Muriel Cros, PhD Linguistics *(full-time)*	**Sihem Khoury, MFLE** French *(part-time)*	**Anthony Triolo, MA** Wine Studies *(full-time)*
O'Neill Cushman, MFA Fine Arts *(full-time)*	**Michel Lantelme, PhD** Literature *(part-time)*	**Marie-Pierre Ulloa, PhD** French *(part-time)*
Shahnawaz Datardina Math *(part-time)*	**Sebastien Llorca, PhD** International Relations *(part-time)*	**Anne-Cécile Vidal** Business *(part-time)*
Laura Drewett, MBA Business *(full-time)*	**Giulia Loi, MA** French *(part-time)*	**Emilie Walsh, PhD** Art *(part-time)*
Guillaume Durand, PhD Archaeology *(full-time)*	**Joe Macaron, PhD** International Relations *(part-time)*	**Mark Warwick, MFA** Art *(part-time)*

Christine Falgas, MFLE French *(part-time)*	**Anabelle Martin, MA** Psychology *(part-time)*	**Erin Yunes, PhD** Art History *(full-time)*
Marie Ferlanda, WSET, MA Wine Studies *(part-time)*	**Yumna Masarwa, PhD** Art History *(full-time)*	

* D.E.A. - Diplômes d'Etudes Approfondies (between M.A. and Ph.D.)
* D.E.S.S. - Diplôme d'Etudes Supérieures Spécialisées
* D.U.M.I. – Diplôme Universitaire de Musicien Intervenant
** D.U.T. – Diplôme Universitaire de Technologies
* M.A.L.D - Master of Arts in Law and Diplomacy (Fletcher School)
* M.F.L.E. - Diplôme en Français Langue Etrangère (qualification for French-language teachers)
* M. Phil. - Master of Philosophy (UK equivalent of M.A.)

Barcelona

Javier Alcalde, PhD Political Science *(part-time)*	**Marina Garcia** *(part-time)*	**Alejandro Palombo** Management *(part-time)*
Irina Amengual Psychology *(part-time)*	**Victor Gersten, MS, EA, CFP, MPAS** Business *(part-time)*	**Thais Peirot, MA** Spanish *(part-time)*
Arnau Bach Photography *(part-time)*	**Ricard Gonzalez, MA** Communications *(part-time)*	**Sascha Pablo Koch, MA** Wine Studies *(part-time)*
Rachel Ballenger Film *(part-time)*	**Nuria Gutierrez** Business *(part-time)*	**Ruben Pol Ramon, MA** Wine Studies *(part-time)*
Marc Bara, PhD Management *(part-time)*	**Siobhan Hayes, MS, MA** Business *(full-time)*	**Antoni Raja-i-vich, PhD** Political Science *(part-time)*
Pieter Bailleul, MA Marketing *(part-time)*	**Kay Hernandez Figueras, MA** Music *(full-time)*	**Isabel Rodriguez, MA** Music *(part-time)*
Cristina Bonet, MBA Business *(part-time)*	**Fadi Ismail, CFA, CMT** Business *(part-time)*	**Daniel Rodriguez, MA** Sociology & Spanish *(part-time)*
Estevao Bosco, PhD Communications, Political Science & Business *(full-time)*	**Mark Kabban** Business *(part-time)*	**David Rodriguez, MA** Economics *(full-time)*
David Campos Dance *(part-time)*	**Olga Kanashina** Economics *(part-time)*	**Nuria Rodriguez, PhD** Communications, Film & Spanish *(full-time)*
Laura Carrera, MA Spanish *(full-time)*	**Jose Lanau, MSc** Economics *(part-time)*	**Montserrat Selma** Dance *(part-time)*
Laura Cervi, PhD Business *(part-time)*	**Helena Llonch** Psychology *(part-time)*	**Pedro Senalada** Spanish *(part-time)*
Julia Cher Business *(part-time)*	**Mary Mackenty, PhD** Communications & Management *(part-time)*	**Ariana Sher** Finance *(part-time)*
Marta Darder, PhD Architecture *(part-time)*	**Marianne Maili, PhD** Theatre *(full-time)*	**Rabie Sidani, MS** Information Technology *(part-time)*
Brian Dear Economics *(part-time)*	**Fabien Mariano Ortiz** Film *(part-time)*	**Sam Simon, MA** Film & Art *(part-time)*

Jessica Dear, MACP Psychology *(part-time)*	**Mauricio Molina, PhD** Architecture & Religion *(full-time)*	**Ariane Spitalier, MA** Psychology *(part-time)*
Willow Frederick, MA Psychology *(full-time)*	**Jorge Monray, PhD** Business *(full-time)*	**Vanessa Zafra, MA** Fashion & Design *(part-time)*
Adriana Garcia, MA Professional Development *(full-time)*	**Juan Morillo, PhD** Business *(part-time)*	
Facundo Garcia Business *(part-time)*	**Francesc Munoz, PhD** Architecture, Wine Studies & Sociology *(part-time)*	

Facilities

Aix-en-Provence

The ACM campus in Aix-en-Provence comprises five buildings, four of which are in the historic center of Aix. L'Atelier Marchutz is located on the well-known Route de Cézanne, just outside of the city center.

Manning Hall – The School of Humanities and Social Sciences

Located in a beautiful historic section of Aix-en-Provence, ACM's Manning Hall has been completely renovated with modern furnishings and technology, while still holding all the old charms of southern France. Manning Hall is twelve thousand square feet of state-of-the-art offices, libraries, and classrooms equipped with Wi-Fi, smart boards, and 21st century media technology to enhance the student learning experience. Once a 17th century Hôtel Particulier, the School of Humanities was completely renovated and dedicated under its current name in honor of Donna Dillon Manning, a 1961-1962 IAU alum and former Board Chair, whose exemplary philanthropic generosity led to a capital campaign to fully fund the renovation project of the new School.

Manning Hall is also home to ACM's Pearson Library, housing hundreds of volumes dedicated to the study of art and art history. In addition, the building houses the senior Academic and Student Affairs staff and the Counseling and Wellness Center to better serve the needs of our students.

Students have access to the building with a code. A student services staff member is stationed at the welcome desk to help answer questions and direct students and visitors. Manning Hall is also home to the Offices of Academic Affairs, Operations, and office of the provost as well as some deans, faculty, and staff.

The mission of The School of Humanities and Social Sciences 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 Arabic, English, and French language. Subject areas include archaeology, art history, comparative literature, creative writing, education, government, history, psychology, political science, and theatre.

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.

The School of Humanities and Social Sciences houses the Master of Arts in Media Studies (MAMS) and Master of Arts in International Education Administration (MAIE), as well as undergraduate majors in Communication Studies, History, and Mediterranean Studies.

Centre d'Etudes Françaises

The *Centre d'Etudes Françaises*, also known as the CEF, is home to all French courses taught at ACM. The courses taught in the CEF are dedicated to the study of French language, literature, history, translation, film, and culture. On the lower-level students can relax in the *cave* and grab a snack in the Denise Malrieu Student Lounge. Student lockers are also in the building, letting students store their books and other personal items. One of ACM's two libraries is on the second floor and is open to students and Resident Fellows for studying and research. The top floor houses several offices for ACM faculty, staff, and administrators.

The CEF curriculum emphasizes 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 CEF houses the Master of Arts in French Studies (MAFS) graduate program, the undergraduate major and minor in French Studies, as well as the Certificate in French Language and Culture, and the Certificate in Translation and Publishing.

The Center for Wine and Gastronomy

This multi-purpose building, located at 27, Place de l'Université (known as "27") includes classrooms, the internship program, a multi-media lab, student, and guest housing. This building is home to ACM's courses in viticulture, gastronomy, and wine marketing. Wi-Fi is available throughout all classrooms, and it is adjacent to several local cafés, including ACM's very own *Café Med*. Students studying these disciplines will also attend lectures and classes at our vineyard on the School of Art campus just outside of town, as well as cooking classes in *Café Med*.

Villa Celony – Donna Dillon Manning School of Global Affairs

Located at 42 Rue Célony and adjacent to the Pavillon Vendôme, The Donna Dillon Manning School of Global Affairs, the Student Life Office, Dean of Student's Office, and the Wellness Center are in Villa Celony. This space includes classrooms, conference rooms, student lounges, a garden, and even a swimming pool which students can enjoy in the summer months.

Through programs in The Donna Dillon Manning School of Global Affairs, students will have the unique opportunity to study international business strategies and procedures with a specific focus on the global market. Disciplines taught include business administration, conflict resolution, diplomacy, economics, finance, international business, international relations, management, marketing, andpolitical science. All courses have been fully vetted and approved by Fairfield University, an ACM-partner institution, whose Dolan School of Business is accredited through The Association to Advance Collegiate Schools of Business (AACSB).

The Donna Dillon Manning School of Global Affairs houses the Master of Arts in International Relations (MAIR) and Master of Business Administration (MBA) graduate programs, as well as the undergraduate majors in International Business, International Relations, and Political Science.

The School of Art

Most of the art classes—art history, arts administration, museum studies, music, and photography—take place at buildings in the city center, while the drawing and painting, ceramics, and sculpture classes take place at l'Atelier Marchutz. Situated on the renowned 'Route de Cézanne,' l'Atelier Marchutz's location in Aix-en-Provence has several advantages, among them its light-filled space, its proximity to the famed Chateau Noir and Sainte Victoire and, most importantly, its calm and contemplative atmosphere conducive to sustained, artistic concentration. L'Atelier Marchutz is located at 5 Avenue du Général Préaud, Route du Tholonet, 13100 Aix-en-Provence, about a 25-minute walk from the center of Aix-en-Provence and ACM's Manning Hall, *Centre d'Etudes Françaises*, and The Donna Dillon Manning School of Global Affairs. L'Atelier Marchutz was designed by the architect Fernand Pouillon and was formerly Leo Marchutz's studio.

The mission of The School of Art is to use the visual arts to expose students to the different histories, narratives, religions, cultures, traditions, languages, communities, races, and ethnicities of the Mediterranean Basin in Europe and Africa. Our Art Programs provide the students with a thorough understanding of the region through interdisciplinary seminars, discussions, field studies, and debates with artists of diverse backgrounds and artistic traditions. They also expose students to the light and colors of the Mediterranean, develop the student's capacity to see, help them improve their visual perception, and provide them with cross-cultural perspectives through painting and drawing in different natural and cultural settings/contexts as well as through exposure to artistic production in museums and galleries.

The School of Art courses are available to students of all skill levels and backgrounds, and offer an immersive experience in painting, drawing, art history, art theory, with field studies to Paris, Annecy, Venice, Nice, Arles, Marseilles, the Vaucluse and more. The School of Art offers courses in art and architecture, archaeology, arts administration, art history, painting, drawing, ceramics, sculpture, photography, and museum studies.

The School of Art houses the Master of Fine Arts (MFA) in Painting and the Master of Arts in Art History (MAAH)—with three tracks in art history, museum studies and fine arts/painting—graduate programs, and the undergraduate majors in Visual Arts, Painting, and Art History.

Barcelona

The ACM-IAU center in Barcelona comprises three buildings, centrally located near the downtown Plaça de Catalunya area in the l'Eixample district, which is close to many of Barcelona's famed attractions.

The facilities have been completely renovated with modern amenities to suit the needs of the 21st-century college student, with classroom space, a computer lab, study spaces, an outdoor terrace, and wine tasting and cooking class facilities. IAU's Barcelona Center is also home to staff in Student Life and Housing, Academic Affairs, Directors and Deans, and other IAU staff.

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Admissions

Below students can find the admission requirements for all programs, as well as requirements specific to the graduate and undergraduate application. Applicants are responsible for reviewing the instructions and submitting the necessary requirements at the time of application.

General Application Requirements

Application Deadlines

The Bachelor of Arts (BA) program enrolls students starting in the fall or spring semester. The graduate programs enroll students starting in the fall semester only. Applications are reviewed on a rolling basis through the final deadline, with financial aid and housing priority given to those who apply by the priority deadline. Deadlines can be reviewed at https://www.acmfrance.org/admissions/deadlines.

Online Application

Students applying to ACM's undergraduate/BA program must do so using the Common App. Applicants for ACM's graduate programs use ACM's application portal.

Transcripts

Students are required to submit an official transcript to ACM either electronically (admissions@ACMFrance.org) or by mail to:

The American College of the Mediterranean
Attn: ACM Admissions
409 Camino del Rio South, Suite #200
San Diego, CA 92108

Electronic transcripts are only considered official when sent by the student's institution.

Unofficial Transcripts

Students have the option to upload an unofficial copy to their online application. ACM can use an unofficial copy to review applications; however, acceptance is conditional upon receiving the official hard or electronic copy. If the student is currently enrolled in an undergraduate institution, ACM requires that the student send a final official transcript after they graduate with completed courses and graduation date listed.

Course-by-Course Transcript Evaluation

Students who earned a degree from an institution outside the U.S. are required to submit an official course-by-course transcript evaluation (also called a foreign credential evaluation) as part of their application. Students can choose to submit a course-by-course evaluation from one of the following evaluation services.

- World Education Services, Inc. (WES)
- Educational Credential Evaluators, Inc. (ECE)
- International Education Research Foundation, Inc. (IERF)
- Josef Silny & Associates, Inc. (JSA)
- SpanTran: The Evaluation Company (SpanTran)
- Foreign Academic Credential Service (FACS)

Official course-by-course transcript evaluations can be emailed to admissions@acmfrance.org or mailed to:

The American College of the Mediterranean
Attn: ACM Admissions
409 Camino del Rio South, Suite #200
San Diego, CA 92108

Letters of Recommendation

Two letters of recommendation must be submitted via the online application. Recommendations can be completed by a teacher, professor, advisor, supervisor, employer, or mentor who can speak to the applicant's strengths as a student and a person.

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 Test of English as a Foreign Language (TOEFL) or an International English Language Testing System (IELTS) score. ACM requires a minimum

- TOEFL of 79 or
- IELTS of 6.5

ACM's U.S. Office of Admissions may waive this requirement under certain circumstances.

Application Fee

Submitted at the time of application:
Undergraduate $50 | **Graduate** $85

Enrollment Deposit

Students admitted to the:

- Fall semester must submit a $500 non-refundable enrollment deposit by June 1st.

- Spring semester must submit a $500 non-refundable enrollment deposit by November 1st.

Students who apply after the enrollment deposit deadlines must submit the enrollment deposit at the time of application. Enrollment deposits will be refunded if the application is not accepted.

Fees can be submitted via check (for U.S. citizens only) to ACM's U.S. Office of Admissions, via E-Check, or through the secure student information system's portal. Application fee waivers may be granted upon request and review by the ACM admissions team.

Undergraduate Requirements

First-year Applicants to ACM

Apply as a first-year applicant if you:

- Are (or will soon be) a high school graduate or have a GED (General Education Diploma)
- **Have never been enrolled at a college or university** (don't count college classes you may have taken in high school)

Transfer Applicants

You are a transfer applicant if you:

- Attended another university **after graduating from high school**

Transferring students bring rich and diverse experiences and backgrounds to the student body. ACM welcomes transfer students to apply to its undergraduate programs. 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. A high school and college transcript must be submitted if applying with less than 30 credit hours.

Test Scores

ACM does not require ACT/SAT scores for admittance. However, students wishing to be considered for merit scholarships must have official ACT and/or SAT score reports sent to ACM directly from the respective agency.

- ACT scores - ACM's code is 7925
- SAT scores - ACM's code is 7611

Personal Essay (300-700 Words)

As part of the online application, students are required to submit a personal essay. Applicants can review the essay prompt options at https://www.acmfrance.org/admissions.

Transfer Credits

High school or secondary school students can transfer credits to ACM to earn advanced standing toward their diplomas. Please note that credits for previous learning, including AP courses, are reviewed after the student has submitted their enrollment deposit, accepting the offer of admission. Admitted students whose deposit was waived must submit a statement accepting their offer of admission to admissions@acmfrance.org.

Advanced Placement (AP) Credit Policy

ACM recognizes the value of rigorous academic preparation through Advanced Placement courses. Students who have taken AP classes and obtained qualifying scores on the corresponding AP exams may be eligible for college credit or advanced standing.

To be considered for AP credit, students must achieve a minimum score of 3 on the AP exam. The specific credit awarded, and the corresponding courses exempted will vary depending on the subject and the student's intended major.

AP credits may fulfill general education requirements, satisfy prerequisite courses, or, in some cases, count toward specific major requirements. However, students should be aware that credit policies differ across Schools within ACM. It is important for students to submit their official AP scores directly to admissions@acmfrance.org. Once the scores are reviewed, eligible students will receive information on the credit granted along with any other transfer credits awarded during the credit for previous education, training, or experience evaluation. Please note that credit for previous learning, including AP courses, are reviewed after the student has submitted their enrollment deposit, accepting the offer of admission.

Please note that while AP credits can enhance a student's academic standing, they do not exempt students from the overall credit hour requirements for graduation. Students are encouraged to work closely with academic advisors to understand how AP credits fit into their individual academic plans.

International Baccalaureate (IB) Credit Policy

ACM acknowledges the academic rigor and global perspective offered by the International Baccalaureate (IB) Program. Students who have completed IB courses and achieved notable scores on IB examinations may be eligible for college credit or advanced placement.

Eligibility Criteria for IB Credit:

- Students must attain a minimum score of 4 on Higher Level (HL) IB exams to qualify for credit. The college currently does not offer credit for Standard Level (SL) exams.
- The specific credits awarded and the corresponding course exemptions will vary based on the subject matter and the student's chosen major.

Application of IB Credits:

- IB credits can be applied towards fulfilling general education requirements, satisfying prerequisite courses, or in some instances, contributing to specific major requirements.
- It is essential to note that credit policies may vary across different Schools within ACM.
- Students are required to submit their official IB transcripts directly to admissions@acmfrance.org evaluation.

Process and Evaluation:

- The evaluation of IB credits, alongside any other transfer credits, will occur after the student has submitted their enrollment deposit, thereby accepting the offer of admission.

Important Considerations:

- Although IB credits can improve a student's academic progression, they do not reduce the overall credit hour requirements needed for graduation.
- Students must work closely with academic advisors to integrate their IB credits effectively into their individual academic pathways.

Transfer Credit from a Previous Institution

Students may submit courses where they earned a grade of "C" or better for transfer credit review. To begin the review process, students must accept their offer of admission and submit official transcript(s) to admissions@acmfrance.org. Once official transcripts have been received, previous university-level courses will be evaluated for transfer credit eligibility by the student's academic advisor.

Fulfilling ACM Course Requirements

Please note that while transfer credits can enhance a student's academic standing, they do not exempt students from the overall credit hour requirements for graduation. Students are encouraged to work closely with academic advisors to understand how transfer credits fit into their individual academic plans.

Graduate Application Requirements

Applicants for admission to graduate programs must hold a bachelor's degree or its equivalent from an accredited and approved institution by the time of enrollment to ACM.

Curriculum Vitae (C.V.) or Résumé

To gain a broader sense of the applicant's experiences and interests, ACM requires a C.V. or resume of (at least) the past five years of university and/or employment history; community, professional, and/or university extracurricular activities; and recognitions and achievements.

Personal Statement

As part of the online application, students are required to submit a personal statement in response to the following prompt:

- Describe why you are applying to this specific master's program at ACM. Describe your interest in this field and your motivation in continuing your education at ACM. Please also include what you hope to gain through graduate study and any career goals you may have.

Master of Arts in French Studies applicants are required to submit the personal statement in French.

Program-Specific Requirements

Master of Fine Arts (MFA)

- **Portfolio:** Twenty images of recent work including: 5 drawings and 10 pieces relating to the applicant's painting concentration.
- **Writing Sample:** The writing sample can be an academic paper or essay that the applicant has previously written for a course during their undergraduate studies. Its purpose is to review the applicant's ability to analyze a specific topic in culture and/or history, a work of art, etc. It acts as a sample of their academic writing skills. An interview with the Dean of the School of Art.

Master of Art in Art History (MAAH)

Writing Sample: The writing sample can be an academic paper or essay that the applicant has previously written for a course during their undergraduate studies. Its purpose is to review the applicant's ability to analyze a specific topic in culture and/or history, a work of art, etc. It acts as a sample of their academic writing skills. An interview with the Dean of the School of Art.

Deferrals

Accepted students may defer their enrollment for up to one year from their original admission term. Students must submit the $500 enrollment deposit (applied to the first term's tuition) to begin the deferral process and make the deferral request to admissions@acmfrance.org. 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.

Tuition and Fees 2025-2026

Effective August 1, 2025, and subject to change each academic year and fiscal year (defined as August 1-July 31), after review by the Board of Trustees.

Undergraduate Programs

	Tuition Fees	Program Fees	Housing: Homestay & Residences	Total with Homestay/Residences
Early Start Program 2025 (1 credit)	$675	$188	$416	$1 279
Fall 2025 (12-18 credits)	$10 125	$2 500	$5 580	$18 205
J-Term 2026 (3 credits)*	$2 025	$1 510	$1 976	$5 511
Spring 2026 (12-18 credits)	$10 125	$2 500	$5 580	$18 205
Summer 2026 -6 credits (Optional)	$4 050	$1 373	$2 387	$7 810
TOTAL with J-Term & Summer	**$27 000**	**$8 071**	**$15 939**	**$51 010**
TOTAL with J-Term Only (Required for 1st Year Students)	**$22 950**	**$6 698**	**$13 552**	**$43 200**

Depending on course selection, additional fees will apply:

Art $350

* Bachelor of Arts (BA) students are required to enroll in a January Term program (J-Term), a multi-country traveling seminar, within the first academic year of enrollment. In the span of 3 weeks, student explore the politics, economics, histories, and cultures of the countries visited. BA students must choose between The Great Cities and the Mediterranean Basin January Term Traveling Seminar. J-Term fees include tuition for three-semester credits, health, liability, and repatriation insurance, and a program fee that includes meals (continental breakfast every day and some evening meals), lodging, intra-European transportation, and scheduled cultural activities. Additional student costs include roundtrip airfare, lunches, textbooks, and personal expenses.

Graduate Programs

Master of Business Administration (MBA)

Credits: 40 Duration: 12 months Start Date: Fall 2025	Tuition Fees	Program Fees	Housing: Homestay & Residences	Total with Homestay/Residences
Early Start Program 2025 (1 credit)	$875	$188	$416	$1 479
Fall 2025 (15 credits)	$13 125	$2 500	$5 580	$21 205
J-Term 2026 (3 credits)	$2 625	$1 510	$1 976	$6 111
Spring 2026 (15 credits)	$13 125	$2 500	$5 580	$21 205
Summer 2026 (6 credits)	$5 250	$1 373	$2 387	$9 010

TOTAL	**$35 000**	**$8 071**	**$15 939**	**$59 010**

Master of Arts in Art History (MAAH)

Credits: 43 Duration: 12 months Start Date: Fall 2025	**Tuition Fees**	**Program Fees**	**Housing: Homestay & Residences**	**Total with Homestay/Residences**
Early Start Program 2025 (1 credit)	$875	$188	$416	$1 479
Fall 2025 (15 credits)	$13 125	$2 500	$5 580	$21 205
J-Term 2026 (3 credits)	$2 625	$1 510	$1 976	$6 111
Spring 2026 (18 credits)	$15 750	$2 500	$5 580	$23 830
Summer 2026 (6 credits)	$5 250	$1 373	$2 387	$9 010
TOTAL	**$37 625**	**$8 071**	**$15 939**	**$61 635**

Master of Arts in French Studies (MAFS)

Credits: 37 Duration: 12 months Start Date: Fall 2025	**Tuition Fees**	**Program Fees**	**Housing: Homestay & Residences**	**Total with Homestay/Residences**
Early Start Program 2025 (1 credit)	$875	$188	$416	$1 479
Fall 2025 (15 credits)	$11 375	$2 500	$5 580	$19 455
J-Term 2026 (3 credits)	$2 625	$1 510	$1 976	$6 111
Spring 2026 (16 credits)	$14 000	$2 500	$5 580	$22 080
Summer 2026 (4 credits)	$3 500	$1 373	$2 387	$7 260
TOTAL	**$32 375**	**$8 071**	**$15 939**	**$56 385**

Master of Arts in International Education Administration (MAIE)

Credits: 38 Duration: 12 months Start Date: Fall 2025	Tuition Fees	Program Fees	Housing: Homestay & Residences	Total with Homestay/Residences
Early Start Program 2025 (1 credit)	$875	$188	$416	$1 479
Fall 2025 (14 credits)	$12 250	$2 500	$5 580	$20 330
J-Term 2026 (3 credits)	$2 625	$1 510	$1 976	$6 111
Spring 2026 (14 credits)	$12 250	$2 500	$5 580	$20 330
Summer 2026 (6 credits)	$5 250	$1 373	$2 387	$9 010
TOTAL	**$33 250**	**$8 071**	**$15 939**	**$57 260**

Master of Arts in International Relations (MAIR)

Credits: 37 Duration: 12 months Start Date: Fall 2025	Tuition Fees	Program Fees	Housing: Homestay & Residences	Total with Homestay/Residences
Early Start Program 2025 (1 credit)	$875	$188	$416	$1 479
Fall 2025 (13 credits)	$11 375	$2 500	$5 580	$19 455
J-Term 2026 (3 credits)	$2 625	$1 510	$1 976	$6 111
Spring 2026 (14 credits)	$12 250	$2 500	$5 580	$20 330
Summer 2026 (6 credits)	$5 250	$1 373	$2 387	$9 010
TOTAL	**$32 375**	**$8 071**	**$15 939**	**$56 385**

Master of Arts in Media Studies (MAMS)

Credits: 37 Duration: 12 months Start Date: Fall 2025	Tuition Fees	Program Fees	Housing: Homestay & Residences	Total with Homestay/Residences
Early Start Program 2025 (1 credit)	$875	$188	$416	$1 479
Fall 2025 (15 credits)	$13 125	$2 500	$5 580	$21 205

J-Term 2026 (3 credits)	$2 625	$1 510	$1 976	$6 111
Spring 2026 (12 credits)	$10 500	$2 500	$5 580	$18 580
Summer 2026 (6 credits)	$5 250	$1 373	$2 387	$9 010
TOTAL	**$32 375**	**$8 071**	**$15 939**	**$56 385**

Master of Fine Arts (MFA)

Credits: 61 Duration 24 months Start Date: Fall 2025	**Tuition Fees**	**Program Fees**	**Housing: Homestay & Residences**	**Total with Homestay/Residences**
Early Start Program (1 credit)	$875	$188	$416	$1 479
Fall 2025 (18 credits)	$15 750	$2 500	$5 580	$23 830
J-Term 2026 (3 credits)**	$2 625	$1 510	$1 976	$6 111
Spring 2026 (15 credits)	$13 125	$2 500	$5 580	$21 205
Fall 2026 (12 credits)*	$10 500	$2 500	$5 580	$18 580
Spring 2027 (12 credits)*	$10 500	$2 500	$5 580	$18 580
TOTAL	**$53 375**	**$11 698**	**$24 712**	**$89 785**

* Estimated cost of the second year of the MFA program such as tuition, program fees, and housing are subject to change pending approval by Board of Trustees.

** Master of Fine Arts (MFA) students are required to enroll in a January Term program (J-Term), a multi-country traveling seminar, within the first academic year of enrollment. In the span of 3 weeks, students explore the politics, economics, histories, and cultures of the countries visited. MFA students must choose between the Mediterranean Basin or the Theatre Alive January Term Traveling Seminar. J-Term fees include tuition for three-semester credits, health, liability, and repatriation insurance, and a program fee that includes meals (continental breakfast every day and some evening meals), lodging, intra-European transportation, and scheduled cultural activities. Additional student costs include roundtrip airfare, lunches, textbooks, and personal expenses.

*Operational costs are sometimes affected by factors over which ACM has no control. Therefore, the **charges and financial aid policies quoted on our website and in the catalog are subject to change without notice.***

Tuition Fee Payment Policy

Student balance is due before the start of the semester/term. We do not recommend students make travel arrangements until the balance is paid for in full. ACM students will be invoiced via their student portal after enrollment.
A $150 late fee will be applied to the student's account if payment is not received by the due date indicated on the student invoice. ACM will not allow students to register for classes if their accounts show outstanding balances not related to documented financial aid disbursements. ACM reserves the right to prevent students from sitting for final exams if their invoices are not paid in full.

General Payment Deadlines

- Fall Semester – July 30
- January Term – December 15
- Spring Semester – December 20
- Summer Term - May 5

Credit card payments can be made through ACM's secure payment portal. ACM accepts Visa, Mastercard, American Express, and Discover. A transaction fee of 2% will be assessed for payments exceeding $1,000. Multiple credit card payments for the same student whose cumulative total exceeds $5,000 will also be assessed the fee.

Students may make payments and deposits via the Student Information Systems online portal. For more information on how to log in and make a payment, please consult our video instructions. Payments made on the portal should be clearly marked with the student's name in the description section.

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. Checks should be made payable to:

The American College of the Mediterranean
409 Camino del Rio South, #200
San Diego, CA 92108

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 financial need. Therefore, ACM cannot accept the Free Application for Federal Student Aid (FAFSA) as part of determining student financial 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 financial need through a fair and transparent process (see below under Financial Aid). Upon request and subject to approval by ACM, the Institute Payment Plan (IPP) offers approved students in fall and spring semesters monthly payments, one semester at a time as an alternative when other payment avenues are unavailable. Please contact us.accounts.receivable@iau.edu for approval.

NOTE: Each semester must be paid in full prior to the start of the program/term. Default on (IPP) may result in being withdrawn from ACM. There is a $30 non-refundable enrollment fee due with the first payment in the IPP each semester for enrollment in the IPP.

Financial Aid

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, ACM can and will provide students additional funding for those who qualify for merit, diversity, and need-based awards. Students submit the required materials as part of their online application form.

Scholarships

Merit-Based Scholarships

ACM offers the following merit-based scholarships:

- **Undergraduate/Graduate Student Fellowship** - This highly selective scholarship covers full tuition and housing costs. It is awarded to undergraduate or graduate students based on academic merit and/or their background, including those who have been traditionally under-represented in study abroad degree programs, including first generation college students, students from low-income families, those who have served in the military, or students with a history of overcoming adversity. Students must apply when submitting their financial aid form, and will be examined holistically by the committee who will determine the candidate's eligibility. Students are responsible for paying program fees. **** Does not include J-Term housing fees.*
- **Presidential Scholarship** - This highly selective scholarship, which covers full tuition costs, is awarded to first year undergraduate and graduate degree students

who demonstrate exceptional academic performance, work experience, course rigor and outstanding out-of-classroom and co-curricular involvement and leadership. Recipients are selected based on the application for admission and reviewed by ACM's Scholarship committee. *The President's Scholarship covers tuition only. Students are responsible for paying for fees and housing.*

- **Provost's Scholarship (minimum GPA 3.5)** - Also awarded to students with consistent academic and extracurricular achievement, the Dean's Scholarship awards up to $10,000 per academic year.
- **Dean's Scholarship (Minimum GPA 3.3)** - Awarded to students with consistent academic and extracurricular achievement, the Dean's Scholarship awards up to $5,000 per academic year.

The Marianne Keler Award

Thanks to the support of the Sallie Mae Fund, a donation was made to ACM in recognition of Marianne Keler, a current ACM board member and former chair of the board. To be eligible for this award, degree program applicants must demonstrate financial hardship along with unique characteristics that will enrich the degree program student body.

James Baldwin Scholarship

The James Baldwin Scholarship recognizes an ACM degree student who has demonstrated superior academic achievement, extracurricular leadership, community service, and involvement with the African American community and African American issues and will continue to do so during their studies abroad.
Selected recipients will receive $2,000 per academic year while enrolled in ACM's undergraduate or graduate degree programs. The scholarship may be renewable for up to four years for undergraduate students or 1-2 years for graduate students (dependent on length of program), contingent on maintaining a minimum GPA of 3.0, continued enrollment, and active participation in community or cultural initiatives.

Grants

- **Alumni Grant** – ACM welcomes and encourages alumni to return to ACM. Alumni who enroll in an ACM degree program are eligible to receive a $10,000 grant, which will be divided among the semesters. This grant is awarded for the first year of the 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 and will be divided among the semesters.

Institutional Work Study

Institutional Work Study (IWS) at ACM supports students by offering financial assistance through valuable, hands-on work opportunities across campus. Students can engage in diverse roles, collaborating with ACM faculty and staff, contributing to various departments, and gaining professional experience. Eligible students may apply to fulfill tasks in multiple areas, from library and event support to academic assistance and social media. In return for their commitment, participants receive grants applied directly toward tuition each semester.

Students who are eligible for IWS will be notified via the financial aid process.

Eligibility and Compensation

President's Scholarship recipients are **NOT** eligible for Institutional Work Study.

Eligible students may be assigned duties working with faculty and staff to fulfill various tasks throughout the ACM campus:

- Library
- Student Success Center
- Front Desk
- ACM Events
- Department of International Relations
- School of Art
- Cafe
- Professors
- French Tutoring
- Provost's Office
- Wine Studies
- Custom Programs
- Social Media
- IT assistance for the ACM computer labs
- Event preparation (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.)
- Leadership roles in student activities and organizations
- Additional opportunities as needed

In exchange for 10-15 hours of work per week, students will receive the following amounts per semester towards their tuition.

	Tier 1	Tier 2	Tier 3
Fall	$2,250	$3,250	$4,250
Spring	$2,250	$3,250	$4,250
Total	$4,500	$6,500	$8,500

Students pursuing Institutional Work Study should note:

- Institutional Work Study must be approved by their advisor to continue in the program for the second semester.
- Those interested in moving down a tier may do so after completion of their first semester.

Third-Party Scholarships

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

- Scholarships.com
- Chegg
- Scholarship Monkey
- CareerOneStop Scholarship Finder
- FastWeb

ACM Scholarship Application

Students apply for scholarships and grants as part of their online application. An essay in response to the following prompt is required:

- Provide a brief essay (400 words maximum) on why you should be considered for an ACM Scholarship. Be sure to include your academic objectives as well as how obtaining your degree at ACM in Aix-en-Provence, France will impact your future career. If you are applying for the Diversity Scholarship, please make sure that a component of your essay addresses this.

Those applying for the Need-Based Institutional Grant, an additional essay answering the following prompt is required:

- Provide a brief (300-500 words) statement explaining why you believe you should be considered for need-based financial assistance. Any information about the current financial situation that may shed light on your level of need should be noted.

Those applying for the institutional grant are also encouraged to submit a student loan verification letter and/or a copy of their most recent tax return (or their parents if they are still dependent) to show their level of financial need. While these documents are not required, they will allow the ACM Scholarship and Financial Aid Committee to appropriately assess the student's level of need and could result in students receiving the maximum level of need-based aid.

Private Student Loans

Undergraduate Private Loans

Fairfield University serves as ACM's School of Record (SOR). Fairfield provides course-by-course equivalencies and transcripts to ACM undergraduate students as needed. ACM students enrolled as non-degree-seeking students with Fairfield are eligible to apply for private student loans that can be used toward their ACM program tuition and fees. For more information visit the transcripts page.

Graduate Private Loans

Northern Illinois University (NIU) serves as ACM's School of Record (SOR). NIU provides course-by-course equivalencies and accredited transcripts to ACM students as needed. ACM students enrolled as *Students at Large* (non-degree-seeking students) with NIU are eligible to apply for private student loans that can be used towards their ACM program tuition and fees. For more information visit the transcripts page.

NIU and Fairfield School of Record (SOR) fees are non-refundable.

Housing Information

ACM has different housing options available to both undergraduate and graduate students, including a homestay option, student apartments, or non-program housing.

Housing requirements depend on the student's academic status. To qualify for ACM Housing, students must be registered for classes for the semester requested. For housing during the J-Term/Intersession, students must be registered the following semester to request (ex: registered for classes during the summer session to qualify for housing during the spring/summer intersession).

It is important to note that housing dates are aligned with the ACM academic calendar. Students should be aware that they will need to vacate their homestay during the December/January holiday period and at the conclusion of the Spring term in May. Students may request housing during the intersession periods, pending availability and approval. Students participating in a January Term program may request to resume their housing between the end of that term and the beginning of the spring semester. Any exceptions to these policies

and dates will entail an additional housing cost for the student. Any student who wants to stay in a homestay outside of the published housing calendar must contact the Student Life Office at least two months prior to the requested stay to determine the host's availability.

Undergraduates

All undergraduate students must live in a homestay during their first year of study at ACM. After completing the homestay requirement, students may opt to continue in ACM approved housing: either to continue in a homestay or to move to Student Residence Apartments. Students may submit a request for non-program housing after their first year of study.

Graduates

MA in French Studies (MAFS), MA in International Education (MAIE), and MA in International Relations (MAIR) students must reside in a homestay for at least one semester. Language development coupled with a relationship with the people and culture of France is critical to student success in these programs.

While mandatory for the graduate programs listed above, in alignment with its mission, ACM encourages all students to live in a homestay for at least one semester of their degree program.

Students in the MA in International Education (MAIE), Master of Business Administration (MBA), and MA in Media Studies (MAMS) programs will spend their first semester at our center in Barcelona, Spain.

ACM has on-site housing staff who act as the main contact and support for students with respect to their housing and living situations.

Under certain circumstances, students may submit a request for non-program at the start of their studies. Please contact Admissions for more information.

For more information about the different housing types, visit our website.

Cost

- Traditional homestay, student apartments and student residence apartments:
  - $5,580 per semester
- Provence Family Apartment (Aix-en-Provence only):
  - $4,600 per semester.

Academic Calendar 2025-2026

Academic Calendars for Aix-en-Provence and Barcelona can be found on our website.

Additional graduate degree requirement dates (I.e., thesis, internships, etc.) vary by program. Students should consult with the Dean of their graduate program for additional details.

Academic Policies

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 deemed unsuitable and reflecting poorly on a student, classmates, and/or ACM is grounds for dismissal from the program without refund.

Satisfactory Academic Progress

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 college entry date and progress is assessed cumulatively.

Treatment of Various Grades

All withdrawals, incompletes, and repetitions are considered when determining Satisfactory Academic Progress (SAP). 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 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 Provost'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 provost or designee (often one of the School Deans) will evaluate the appeal and determine whether the student may be allowed to continue to 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 the student failed to meet the SAP standard(s) AND
3. What has changed in the student's situation so that they will now be able meet the SAP standards?

Students are encouraged to submit supporting documentation with their appeals. Students will be limited to two appeals during their education at the college, regardless of the reason or other circumstance. Please note that the procedure described above is for academic progress-related matters. Appeals for Student Life and Student Conduct matters are detailed in the ACM-IAU Student Handbook.

Probation and Academic Plan

If an appeal is granted the student will have an Academic Plan created. A student on secondary probation must regain SAP standing by the end of the probationary semester; the probation terms 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 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, they will be withdrawn from the program. If a student continues to meet the terms of the Academic Plan, they remain eligible to participate in the program until SAP status is regained.

Reinstatement of SAP Status

Students have their SAP status reinstated when they once again meet 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.

Registration

Upon acceptance to ACM and receipt of the $500 deposit, ACM's advisors will work directly with students to review course schedules and complete their course registration.

Deadlines

New students must register for all courses by the following deadlines:
Fall: June 15th
Spring: November 1st

All continuing students must register for all courses by the following deadlines:
J-Term and Spring: Last Friday before Fall Break (October 24th, 2025)
Summer and Fall: Last Friday before Spring break (March 13th, 2026)

ACM Transcripts

At the end of each semester, students may view and download an *unofficial transcript* via the SONIS Student Portal (under Biographic Information > Transcript). These documents, which

do not bear a signature or institutional seal, may be used in place of a grade report for purposes such as employment or reimbursement. Please note that access to unofficial transcripts may be restricted if a student has an outstanding balance on their account.

Students who need a transcript or grade report mailed or picked up may use the Transcript Request Page to request either an *official* or *unofficial* transcript. The official transcript is the formal record of a student's academic performance. The first official transcript is free for current students. Veterans and active military are not charged for transcripts. Alumni and former students may also use this page to order transcripts, subject to a processing fee.

Course Load

In the fall and spring semesters, unless program-specific requirements prescribe differently, 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 support from their Dean and approval from the provost.

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.

Mandatory field studies are built into every course and contribute an additional 6 additional hours contact hours per course.

Drop/Add

If they have approval from their faculty advisor and/or home institutions, students may change their course selection in consultation with the program administration by the end of the eighth day of the semester after the first day of class in the fall and spring semesters and by the end of the third day of the term after the first day of class in the J-Term/summer.

Pass/Fail

Undergraduate students enrolled in a minimum of 15 credit hours on a graded basis may elect to take one course on a pass/fail basis per semester. This option is designed to encourage exploration and academic curiosity outside of the student's major field of study. Students who wish to utilize the pass/fail grading option must adhere to the following conditions:

- A maximum of 4 credits may be taken as pass/fail in any given semester, with an overall limit of 8 credits that can be taken as pass/fail during a student's entire matriculation at the college.
- A minimum grade of C- is required to earn a "pass" in the course. However, the pass/fail grade will not be factored into the student's GPA calculation.
- While courses taken on a pass/fail basis are not permitted to fulfill major, minor, or core curriculum requirements, ensuring that students' foundational knowledge in their chosen fields is robustly assessed, ACM recognizes that exceptional circumstances may warrant consideration for exceptions. Students seeking to apply a pass/fail course towards these requirements may, with their dean's support, petition the provost for approval, subject to review on a case-by-case basis.
- The decision to take a course on a pass/fail basis must be declared no later than the end of the withdrawal period in the eighth week of classes (end of the third week in the six-or eight-week summer sessions) and may not be changed after that date. For purposes of pass/fail grading, "pass" is considered a grade of C- or above.
- Approval from the Dean is required for a student to elect the pass/fail option, ensuring appropriate academic advising and oversight.

This policy allows students to engage with courses that may be outside their comfort zone or area of expertise without the pressure of a graded evaluation, thereby fostering a comprehensive and well-rounded educational experience.

Withdrawal

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 their assigned academic advisor. Students who withdraw will receive a notation of W on their transcript.

Auditing

A student may audit a class, in addition to their normal class load, with the permission of the dean, and the professor, and

on condition that they 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 their 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

The professor of the course assigns grades. 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, they may retake the course once to improve their 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 several forms of assessment and assignments. Common examples include:

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

Grading Scale

U.S.	ACM	FRENCH EQUIVALENT
95-100%	A	**17-20**
90-94%	A-	**16**
88-89%	B+	**15**
84-87%	B	**14**
80-83%	B-	**13**
78-79%	C+	**12**
74-77%	C	**11**
70-73%	C-	**10**
68-69%	D+	**9**
64-67%	D	**8**
60-63%	D-	**7**
0-59%	**F**	**0-6**

Grade Dispute Policy

The professor of the course assigns grades. No grade may be changed except for reasons of material or clerical error. 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 School Dean requesting a grade review. If the professor in question is the School Dean, the matter will automatically be referred to the Provost 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 School Dean (or Provost) will ask the professor concerned to review the disputed grade and explain the rationale for their judgment. The School Dean (or Provost) may request to review the student's work, and, at their discretion, can invite other professors with appropriate expertise for advice. The provost 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 provided regarding the mitigating circumstances that caused the withdrawal, along with the change in circumstances that will allow the student to successfully 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 from The American College of the Mediterranean must complete the Withdrawal Request Form. Students taking a Leave of Absence (LOA) for a future semester must complete the Leave of Absence Request Form – a leave of absence is a temporary break in a student's attendance during which they are 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 time limit of the maximum allowed, absence, they 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 if the total does not exceed this limit.

In the leave of absence form, students are required to state the reason for their leave of absence request, the start of their leave, the expected date of return, and the reason for their request. Students will be expected to also submit appropriate supporting documentation (medical certificates, personal statements, etc.). Leave of absence requests will be reviewed by the appropriate dean(s) and the provost. The request's determination will be communicated in writing, and the student will be withdrawn from the program if they do not return on the date notified.

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 because of the leave of absence.

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

* Students are advised to contact ACM's billing department prior to approval of an LOA or withdrawal, as all balances must be paid in full to receive final course grades in any given term.

Students returning from an approved LOA must have a $0 balance to be re-admitted to ACM.

Students will be administratively withdrawn from ACM if they miss more than 15 days (about 2 weeks) of classes.

If a student is administratively withdrawn: no refund will be issued.

Program or Course Cancellation

In the rare event that ACM cancels a course or program prior to its start date, students will receive a full refund of all tuition and associated program fees. Where feasible, students may be offered the option to transfer into a comparable course or program. If a student elects to participate in the substitute offering, no refund will be issued. If a program is canceled after it begins, ACM may issue a partial, pro-rated refund depending on the circumstances and timing of the cancellation.

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.

Academic Integrity

The American College of the Mediterranean is an academic institution, an instrument of learning. As such, ACM is predicated on the principles of scholastic honesty. It is an academic community, whose members are expected to abide by ethical standards in their conduct and in their exercise of responsibility towards other community members. 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, ACM procedures to deal with academic dishonesty should be uniform and understood by all. This document outlines ACM 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 professor or supervisor of the academic exercise will have responsibility for determining whether an act is an infraction or 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 professor 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 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 a professor’s files or computer account shall be considered a serious violation
g) Serious Violations Defined by the professor. Any other intentional violation of rules or policies established in writing by a course professor or supervisor of an academic exercise is a serious violation in that course or exercise.
h) Use of AI (Artificial Intelligence) Tools in an Unethical Manner: Any intentional use of AI tools, such as ChatGPT, to generate work that is then presented as the student's own independent thought, without proper attribution, shall be considered a serious violation. This includes using AI tools to complete assignments, essays, or any coursework where independent thought and originality are required, unless explicitly allowed by the instructor.

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 professor 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 ACM-wide concern in the same way that academic integrity is a matter of ACM-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 ACM 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 ensure academic honesty and initiate action regarding suspected academic dishonesty, likewise begins in the course or classroom. If the professor of a course or supervisor of an academic exercise is 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 professor's or supervisor's dean.

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

Initiation of Procedures

The professor 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 professor. If the professor is unavailable, information concerning possible academic dishonesty should be brought to the attention of the appropriate dean, who will then assume the role of the professor in the procedures that follow.

A. When information of an act of academic dishonesty comes to their attention, the professor must investigate the information

or allegation in a reasonable manner under the circumstances.

b. Unless it is clear there has been no dishonesty, the professor 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 student cannot be contacted or fails to respond, the professor will notify the dean who will attempt to contact the student.

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

d. The professor must prepare a written record of the investigation and summary of discussions with the affected person, if any, together with their determination A copy of this record, together with any penalty imposed upon the person by the professor with respect to the course or academic exercise, must be made available to the affected person.

Sanctions Regarding Course or Exercise

Procedures Regarding Infractions. Unless the professor has erred in their determination that the affected person has engaged in an act of academic dishonesty, the professor's imposition of penalty with respect to the course or academic exercise is final and unreviewable.

a) The professor of a course or academic exercise may impose a penalty for dishonesty with respect to the course or academic exercise, regardless of whether the affected person has engaged in an infraction or serious violation.
b) Penalties imposed by the professor 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 professor to have committed an infraction may appeal the determination of infraction but may not appeal the sanction imposed by the professor or supervisor unless the determination of infraction is successfully appealed, in accordance with "Administrative Procedures" discussed below. Any such appeal must be initiated within 15 days after the notification of the determination of infraction.

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:

- The Provost or Designee with authority over the course or exercise in which the act of academic dishonesty is alleged to have occurred.
- A member of the full-time faculty of ACM with authority over the course or exercise in which the act of academic dishonesty is alleged to have occurred.
- Two ACM students One member of the full-time faculty from schools or colleges other than the school or college with authority 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 the commencement of each academic year, will appoint two members of the full-time faculty and two ACM students to serve on Hearing Committees, with respect to allegations of academic dishonesty. In making these appointments, the deans may rely on recommendations made by the faculty or general student body.

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 to serve on the Hearing Committee as an ad hoc member.

Administrative Procedures

The following procedures apply when (a) a professor has determined that a serious violation has occurred; or (b) one appeals from a professor's or supervisor's determination of infraction:

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 professor 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 professor or supervisor, and after consultation (or attempted consultation) with the professor 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:

- Establish the procedures that are to be applied with respect to the hearing to be held, and communicate those procedures to the affected persons;
- 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;
- Hold a hearing and determine whether the serious violation or infraction in fact occurred; and
- In the event a serious violation has occurred as alleged by the professor, 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 ACM;
2. suspension from ACM or any or all of ACM 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 ACM;
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 professor who determined the infraction or probability of serious violation with a request that the professor 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 professor, (c) the dean of the school or center with jurisdiction over the course or academic exercise involved, and (d) the provost and president of ACM.

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.

ACM-IAU Student Handbook

Students should familiarize themselves with all information and policies including but not limited to the student code of conduct published in the ACM-IAU Student Handbook.

Cancellation and Refund Policy

Students are responsible for handling all financial matters related to their attendance at ACM.

Cancellation and Refund Before the Commencement of Classes:

Cancellations up to 3 weeks prior to the start of classes, students are entitled to a refund of 100% of the tuition and other program fees.

Students who cancel up to 3 weeks prior to the start of classes will be responsible for 25% of housing costs.

Summer housing costs are non-refundable.

$500 Enrollment deposit is non-refundable.

Early Start Program (ESP) fees are non-refundable.

Cancellation and Refund After the Commencement of Classes:

Students who withdraw after the drop/add period will not receive a refund on tuition or other program fees.

Students who withdraw after the start of classes will be responsible for the following housing policy:

- Students in ACM homestay/demi-pensions/semi-independent housing are to pay the remainder of the month in which the student withdraws plus a fee of 25% of the term's housing fee.
- Students in ACM Apartments and residence halls will not receive a refund.
- Summer housing costs are non-refundable.

Students returning from an approved LOA must have a $0 balance to be re-admitted to ACM.

Students will be administratively withdrawn from ACM if they miss more than 15 days (about 2 weeks) of classes.

If a student is administratively withdrawn: no refund will be issued.

ACM January Term (J-Term) Cancellation policy

Program Start Date refers to the arrival date listed on the J-Term Program page.

Student Cancellation:
Cancellation up to 15 days prior to program start date: student is responsible for 100% of the program fees and housing cost. (Tuition Fees are 100% refundable).

14 days or less prior to the program start date: enrollment
Student is responsible for 100% of total program cost. (Tuition, program fees and housing fees).
Cancellations or withdrawals as of program start date or after commencement of program: No refunds.
Refunds due to students will be issued within 30 days.

Holder in Due Course Statement

Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds, hereof Recovery hereunder by the debtor shall not exceed amounts paid by the debtor (FTC Rule effective 5-14-76).

Student Grievance Procedure

For information about the student grievance procedure, students should refer to the ACM-IAU Student Handbook.
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 1740 West Adams, Suite 3008, Phoenix, AZ 85007, phone # 602-542-5709, website address: www.azppse.gov

Policy Against Sexual Harassment

The American College of the Mediterranean (ACM), and its Study Abroad program (IAU) are committed to fostering a safe, respectful, and inclusive environment for all members of its community. Sexual harassment and sexual misconduct undermine that commitment and will not be tolerated. This policy outlines the definitions, procedures, and resources available to address incidents involving students, staff, faculty, or other individuals associated with ACM-IAU programs.

Please refer to the ACM-IAU Student Handbook for the full policy against sexual harassment.

Undergraduate Degree Program Core Curriculum

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.

Undergraduate Degree Core Learning Outcomes

Through a liberal arts foundation that integrates global perspectives, disciplinary breadth, and intercultural engagement, students are expected to:

- Explore a range of academic disciplines necessary for a well-rounded liberal arts education.
- Develop critical thinking skills through diverse intellectual frameworks and disciplinary lenses.
- Analyze complex global issues with attention to historical context, cultural nuance, and ethical reasoning.
- Make meaningful connections across fields of study, integrating ideas through interdisciplinary inquiry.
- Demonstrate intercultural awareness and the capacity to engage respectfully with diverse communities and perspectives.
- Emerge as informed, thoughtful, and civically responsible global citizens.

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

Majors

Majors at ACM reflect the site-specificity of our campus and centers in the Mediterranean and build upon ACM's academic tradition as a leader in international education. ACM's BA program offers nine majors from which to choose as well as the option to self-design a field of study from a wide range of course offerings.

List of Majors

- Art History
- Communication Studies
- French Studies
- International Business
- International Relations
- Mediterranean Studies
- Political Science
- Self-Designed Field of Study - *customized*
- Studio Art

Minors

The minors at ACM reflect the site-specificity of our campus and centers in the Mediterranean and build upon ACM's academic tradition as a leader in international education. As part of ACM's flexible and individualized curriculum, ACM's seventeen minors allow students to explore various interests throughout their degree program. **Minors offered at ACM - each minor consists of 18 upper-level credits (six courses):**

List of Minors

- Art History
- Business Administration
- Communication Studies
- Environmental Science
- French Studies
- History
- Hospitality Management
- International Business
- International Relations
- Mediterranean Studies
- Peace and Conflict Studies
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Studio Art
- Wine Studies

Global Diversity Requirement

ACM requires that students take one course (3 credits) 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 Programs

Art History

The Bachelor of Arts in Art History (BAAH) builds on the Institute for American Universities' academic tradition as one of the first American institutions abroad to create a full studio art and art history curriculum founded on the rich artistic traditions of the south of France and 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 (3) 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 Bachelor of Arts in art history. Originally founded by the Romans, Aix still has architectural and archaeological details dating back to the Middle Ages and prior, including Roman baths, walls, and roads. Local excursions provide students with an enhanced awareness of Provençal culture while giving them a unique and unparalleled French experience.

Learning Outcomes

Upon successful completion of the Bachelor of Arts in Art History, students will be able to:

- Describe and contextualize major time periods, styles, and artistic movements in Mediterranean art history.
- Conduct research and analyze artworks, monuments, and cultural sites using appropriate art historical methods.
- Connect contemporary artistic practices in the Mediterranean region to historical context, geographic place, and cultural identity.
- Apply critical thinking and writing skills to interpret visual and material culture.
- Demonstrate readiness for graduate study in art history or related fields through foundational research and analytical skills.

ACM's Bachelor of Arts in Art History requires students to satisfy the ACM Core Curriculum and the following major requirements.

Art History, Lower-Division, 3 credits required.

- ART/ARH 201: Survey History of Western Art: Prehistory to Modern Times

Art History, Upper-Division, 30 credits required.

- ARC/ARH 312: European and Mediterranean Prehistoric Art and Archaeology
- ARC/ARH 313: Powers and Identities in the Ancient Mediterranean
- ART/ARH 320: Picasso, Matisse, and the Mediterranean
- ART/ARH 340: Medieval Art and Architecture
- ART/ARH 342: Artistic Encounters in the Mediterranean: Cross-Cultural Perspectives in European Art
- ART/ARH 363: Baroque Art and Architecture
- ART/ARH 364: Contemporary Art in the Mediterranean

- ART/ARH 373: Renaissance Art and architecture
- ART/ARH 381: The XIXth Century and French Impressionism
- ART/ARH 382: Cézanne and Van Gogh
- ART 399: Independent Study

Studio Art, 9 credits required

- ART 108: Smartphone Photography and Videography
- ART 112: Ceramics
- ART 327: Arts and Cultural Leadership
- ART 306: Drawing into Painting

Liberal Arts – Creative Writing, 3 credits required

- LIT/ENG 277/377: Creative Writing

Liberal Arts – January Term Seminar, 3 credits

Total Major Credits: 48

International Business

ACM's Bachelor of Arts in International Business (BAIB) degree has been designed to incorporate the important recognition in undergraduate business studies circles that the liberal arts should be incorporated in the traditional business studies curriculum. The school leverages its liberal arts and business studies offerings with its international identity and strategic location to provide students with an exposure to European and Mediterranean countries.

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 in the Bachelor of Arts in International Business program to engage in classroom discussions on European, French, Mediterranean, and North African topics facilitated by accomplished and well-traveled faculty.

To further prepare them for the business marketplace, students are given the opportunity to participate in unpaid, for-credit internships available at local enterprises within Aix-en-Provence. Recent internships have been hosted at *Euromediterranée* (an urban development agency for the city of Marseille developing and building the sustainable city of tomorrow, Biopooltech (creates an eco-friendly swimming pool within wood and connected organic filtration and exports in many countries), and Hy2gen (develops plants to produce green hydrogen, green ammonia, and hydrogen-based e-fuels worldwide). These internships provide real-world experience in business and put ACM graduates at the forefront of their fields.

Learning Outcomes

By the end of their undergraduate degree at the American College of the Mediterranean, students majoring in International Business will be able to:

- Demonstrate a solid understanding of key business disciplines, such as accounting, economics, finance, management, and marketing.
- Utilize analytical and critical thinking skills to evaluate business challenges and propose effective solutions.
- Communicate ideas clearly and professionally in business environments, both in writing and speaking.
- Recognize and address the international and ethical aspects of business, considering cultural, legal, and societal responsibilities.
- Collaborate effectively within group settings, demonstrating leadership qualities and strong interpersonal communication skills.
- Apply quantitative methods and analytical tools to inform and enhance business decision-making processes.

ACM's Bachelor of Arts in International Business requires students to satisfy the ACM Core Curriculum and the following major requirements.

Lower-Division Courses, 9 credits required

- Economics – 3 credits
- Liberal Arts—6 credits

Upper-Division Core Courses, 21 credits required

- BUS 301: International Business Today and Tomorrow
- BUS 303: Intercultural Management
- BUS 304: Business Ethics in the Global Market
- BUS 305: Global Marketing
- ECO 308: International Economics and the European Union
- FIN 300: Financial Management
- IRL/POL 303: International Relations

Elective Courses, 18 Credits from the following courses

- BUS 307: What is French Luxury Today?
- BUS/FRE 311: Business French
- BUS/WGS 310: International Wine Business
- BUS 314: The Global Fashion Industry in the Mediterranean
- BUS 323: Socially Responsible and Sustainable Fashion Management

- BUS/ART 327: Arts Administration: Cultural Management and Leadership
- BUS/IRL 333: International Crisis Management
- BUS/IRL 335: Strategic Communication and the Magic of Stories
- BUS 336: Sustainable Entrepreneurship
- BUS/IRL 337: International Negotiations
- BUS 338: Perfume Culture and Business: French History and Know-How in Action
- BUS/FRE 341: Internship
- MKT/WGS 302: Wine Marketing and Sensory Analysis
- ECO 304: Economic Globalization: Growth and Development

January Term Seminar (3 credits)

Total Major Credits: 51

French Studies

The Bachelor of Arts in French Studies (BAFS) provides students with an opportunity to earn an American BA degree in a French-speaking environment. Leveraging its location in Aix-en-Provence, France near the Mediterranean, ACM offers a program uniting 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 BAFS 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 master level. Upon completion, graduates of the program will have the capability and tools to teach French, work as a translator or interpreter, be a public relations specialist, or they may pursue careers in business or government agencies.

Learning Outcomes

Upon successful completion of the BAFS, students will:

- Demonstrate oral and written proficiency in the French language appropriate to advanced undergraduate study.
- Communicate effectively in academic, social, and professional contexts within French and Francophone cultures.
- Analyze literary, historical, and cultural texts from both mainland France and the broader Francophone world.
- Engage meaningfully with the cultural diversity of the Francophone world, including North Africa and the Mediterranean.
- Apply cross-cultural understanding to real-world settings through experiential learning in a French-speaking environment.
- Demonstrate preparedness for graduate study or careers in education, translation, public relations, business, or international service.

ACM's Bachelor of Arts in French Studies requires students to satisfy the ACM Core Curriculum in addition to the following major-specific requirements. Students are required to take 6 credits per semester in French.

Lower Division (can be used for core curriculum credits), 12 credits required

- FRE 151 – Immersive Elementary French
- FRE 251 – Immersive Elementary French II then Intermediate French I
- FRE 252 – Immersive Intermediate French I then II
- FRE 201 – Intermediate French I
- FRE 202 – Intermediate French II
- FRE 203 – Intermediate-Advanced French
- FRE/WNS 206 – An introduction to French Wine
- FRE 211 – Living in France: Intercultural Communication
- FRE 235 – The Phonetics of Contemporary French-Introduction

Electives (for 2 first years), 6 credits required

- ARC/ARH 312 - European and Mediterranean Prehistoric Art and Archaeology
- ART/ARH 201 – Survey of Western Art: Prehistory to Modern Times
- ART/ARH 320 – Picasso, Matisse, and the Mediterranean
- ART/ARH 382 - Cezanne and Van Gogh
- ART/ARH 381 - The XIXth Century and French Impressionism
- LIT/COM 375 – The European City in Literature and the Visual Arts
- LIT 325 – The European Novel

Upper-Division French, 27 credits required

- Language upper level: 9 credits required
- FRE 301 – Advanced French I: Structure and Expression
- FRE 302 – Advanced French II: Conversation and Composition
- FRE/LIN 335 –The Phonetics of Contemporary French
- FRE 379 – Deep-Dive into the French Language: History, Acquisition and Teaching

- FRE 401 – Translation and Structure I: From Colloquial to Literary
- FRE 402 – Translation and Structure II: From Colloquial to Literary
- FRE/LIT 411 – Cultural Approach of the Other
- FRE/LING 412 – Contemporary French: The Linguistics of Everyday Language
- Cultural upper level: 9 credits required
- FRE 306 – Cross-Cultural Studies in Food and Culture
- BUS/FRE 311 – Business French
- FRE/FLM 325 – France as Seen through its Movies: post-WWII to the 1970s
- FRE/FLM 326 – France as Seen through its Movies: The 1980s to Today
- FRE/HIS 328 – Provencal History and Culture through its Monuments
- FRE 333 – Contemporary France: Society, Politics, and Culture
- FRE/POL 376 - Contemporary French Identities
- Literature upper level: 9 credits required:
- FRE/LIT 315 - Readings in French Literature I
- FRE/LIT 344 – French Children's Literature: Powers of Imagination from Picture Books to Young Adult Fiction
- FRE/LIT 345 – French Children's Literature: Exploring French Culture Through Classics and Modern Classics
- FRE/LIT 362 – Women and the Mediterranean: From the 16th to the 20th century
- FRE/LIT 363 – Women and the Mediterranean: From the 18th to the 21st century
- FRE/LIT 383: Writing in the Mediterranean: The Meeting of Literature and Regional Culture
- FRE/POL 417 – Dissent in the Mediterranean from Albert Camus to Leila Slimani
- FRE 470/471 – Translation and Publishing Workshop

Required Course (4 credits): FRE/LIT 411 – Cultural Approach of The Other; Literature, Art, and Experiences in the new Cultural Spaces in Aix-en-Provence and the surrounding area.
Internship (3 credits)

Elective Independent Study (3 credits)

January Term Seminar (3 credits)

Total Major Credits: 49

International Relations

The Bachelor of Arts in International Relations (BAIR) degree builds on the academic tradition and strong international relations curriculum provided at ACM and its study abroad institute, IAU. ACM strives to create global ethical leaders and policymakers in an increasingly interconnected global community that includes classroom discussions on European, French, Mediterranean, and North African topics facilitated by accomplished and well-traveled faculty. As 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. Additionally, during their undergraduate career, students will participate in ACM's Global Diversity (GD) requirement, taking at least one course that meets the GD requirement, which focuses on exploring and analyzing typically underrepresented groups of people on the global stage and incorporate international and cross-cultural studies. These experiences allow graduates holding a BAIR to enter the global workforce with a wealth of knowledge gained through experiential learning.

Learning Outcomes

Bachelor's students in the International Relations program will learn to:

- Recognize the key issues, mechanisms, and drivers of international relations both globally and in the Euro-Mediterranean context;
- Differentiate between the various theoretical, ethical, and operational schools of thought that motivate global actors;
- Appraise contrasting perspectives on multilateral cooperation, conflict resolution, and global justice issues, with particular attention to North America, Europe and the MENA region;
- Develop analytical and critical thinking skills by analyzing and evaluating key global challenges and appreciating their historical, political, economic, and geographic, dimensions;
- Apply robust research methods, refined writing, and confident oral presentation skills to explore and communicate complex concepts relevant to international relations and global politics;
- Develop informed, ethical, and pragmatic policy responses to the challenges of global affairs in the 21st century.

ACM's Bachelor of Arts in International Relations requires students to satisfy the ACM Core Curriculum and the following major requirements.

Lower-Division Courses, 12 credits required

- POL 103: Political Theory
- POL 105: Introduction to Comparative Politics

- POL 106: International Relations

Upper-Division Courses, 40 credits required

- IRL/POL 303: International Relations
- IRL/POL 305: US Diplomacy in an Age of Change
- POL 307: The European Union: Integration, Enlargement, Unity
- IRL/POL 308: Geopolitics of the Mediterranean Basin: Security in a Diverse Region
- POL/ENS 309: Global Environmental Politics
- PHI/POL 312: Ethics in Society
- COM/IRL 316: Media and Conflict
- POL 318: Israeli-Palestinian Conflict
- PHI/POL 319: Contemporary Political Philosophy
- HIS/POL 321: French Colonialism in the Middle East and North Africa
- IRL/MED 323: Migrations, Borders, Hospitality
- BUS/IRL 333: International Crisis Management
- BUS/IRL 337: International Negotiations
- FRE/POL 376: Contemporary French Identities
- POL/FRE 417: Dissent in the Mediterranean, from Albert Camus to Leila Slimani

January Term Seminar, 3 Credits

Total Major Credits: 55

Studio Art

The Bachelor of Arts in Studio Art is a full studio art and art history curriculum founded on the rich artistic traditions of the south of France and Aix-en-Provence. The founders of IAU, ACM's parent institution, 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 program.

The purpose of the Studio Art program is to develop the student's capacity to see into the visible world, as well as themselves, and to transform their 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, portraiture, model work, still life, and landscape.

Seeing, synonymous with discovery, recognition, and discernment, is a core value of the ACM Art School. The purpose of the Studio Art program is to link contemporary artistic and historical 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.

Learning Outcomes

Upon successful completion of the Bachelor of Arts in Studio Art, students will be able to:

- Demonstrate observational and expressive skills through work in drawing, painting, portraiture, still life, and landscape.
- Analyze the visible world in relation to historical and contemporary artistic traditions.
- Connect studio practice to broader art historical and critical frameworks.
- Interpret artistic production through cross-cultural perspectives informed by study in the Mediterranean and Europe.
- Apply foundational skills to support continued artistic development and future study in graduate or professional art programs.

ACM's Bachelor of Arts in Studio Art requires students to satisfy the Core Curriculum in addition to the major-specific requirements listed below.

Lower-Division Courses, 12 credits required (can be used for core curriculum credits)

- ART 100: Drawing I Foundation
- ART 200: Drawing II Intermediate
- ART 130: Painting I Foundation
- ART 230: Painting II Intermediate

Studio Arts Upper-Division, 21 credits required

- ART 110: Photography: Philosophy and Practice of Vision
- ART 112: Ceramics
- ART 327: Arts and Cultural Leadership
- ART 385: Sculpture
- ART 399: Independent Study

Art History Upper-Division, 6 credits required

- ARC/ARH 312: European and Mediterranean Prehistoric Art and Archaeology
- ARC/ARH 313: Powers and Identities in the Ancient Mediterranean

- ART/ARH 320: Picasso, Matisse, and the Mediterranean
- ART/ARH 340: The Mediterranean and Beyond: Cross-Cultural Studies in Medieval Art and Architecture
- ART/ARH 342: Artistic Encounters in the Mediterranean: Cross-Cultural Perspectives in European Art
- ART/ARH 363: Baroque Art and Architecture
- ART/ARH 364: Contemporary Art in the Mediterranean
- ART/ARH 373: Renaissance Art and Architecture
- ART/ARH 381: The XIXth Century and French Impressionism
- ART/ARH 382: Cezanne and Van Gogh

Aesthetics Required 6 credits required

- ART/ARH/PHI 309: Art Criticism and Aesthetics Seminar I
- ART/ARH/PHI 310: Art Criticism and Aesthetics Seminar II

Liberal Arts, 3 credits required

LIT/ENG 277/377: Creative Writing

January Term Seminar, 3 credits required

Total Major Credits: 51

Political Science

The Bachelor of Arts in Political Science (BAPS) degree builds on the academic tradition and strong international relations curriculum provided at ACM and its study abroad institute, IAU. ACM strives to create global ethical leaders and policymakers in an increasingly interconnected global community which includes 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. Additionally, during their undergraduate career, students will participate in ACM's Global Diversity (GD) requirement, taking at least one course that meets the GD requirement, which focuses on exploring and analyzing typically underrepresented groups of people on the global stage and incorporate international and cross-cultural studies. These experiences allow graduates holding a BAPS to enter the global workforce with a wealth of knowledge gained through experiential learning.

Learning Outcomes

Bachelor's students in the Political Science program will learn to:

- Recognize and compare the principal systems, structures, institutions, and dynamics that shape the exercise of power in modern state systems;
- Differentiate between the various theoretical and ideological schools of thought that motivate political actors;
- Appraise the contrasting narratives surrounding the distribution of power and resources in the global order, with a focus on North America, Europe, and the MENA region;
- Develop critical thinking skills by analyzing and evaluating key political debates with an appreciation of their historical, cultural, socio-economic, and geographic dimensions;
- Demonstrate the robust research, writing, and oral presentation skills required to explore and communicate complex political science concepts and controversies;
- Develop informed, ethical, and pragmatic policy responses to the political challenges of the 21st century.

ACM's Bachelor of Arts in Political Science requires students to satisfy the ACM Core Curriculum and the following major requirements.

Lower-Division Courses, 12 credits required (can be used for core curriculum credits)

- POL 103: Political Theory
- POL 105: Introduction to Comparative Politics
- POL 106: International Relations

Upper-Division Courses, 33 credits required

- IRL/POL 303: International Relations
- HIS 301: Europe, from Invention of Cinema to Trench Warfare
- HIS 303: European History and the Cold War
- HIS/SOC 304: Muslim Presence in Europe
- POL 307: The European Union: Integration, Enlargement, Unity
- POL/ENS 309: Global Environmental Politics
- PHI/POL 312: Ethics in Society
- COM/IRL 316: Media and Conflict
- POL 318: Israeli-Palestinian Conflict

- HIS/POL 321: French Colonialism in the Middle East and North Africa
- FRE/POL 376: Contemporary French Identities

January Term Seminar (3 credits)

Total Major Credits: 48

Communication Studies

The Bachelor of Arts in Communication Studies (BACS) degree builds on the academic tradition and strong communications curriculum provided at ACM and its study abroad institute, IAU. With its location in a dynamic artistic environment, studies in communications benefit from an intense critical perspective at the heart of IAU's educational mission. Experienced and cultured faculty push students to see the world in unique and original perspectives, drawing on the creative arts, journalism, and historical presentation. 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.

Additionally, during their undergraduate career, students will participate in ACM's Global Diversity (GD) requirement, taking at least one course that meets the GD requirement, which focuses on exploring and analyzing typically underrepresented groups of people on the global stage and incorporate international and cross-cultural studies. These experiences allow graduates holding a BACS to enter the global workforce with a wealth of knowledge gained through experiential learning.

Learning Outcomes

Graduates will demonstrate strong analytical, expressive, and cross-cultural communication skills across multiple media platforms. They will:

- Engage critically with media, literature, and historical narratives to understand how communication shapes cultural and social identities.
- Apply ethical reasoning and global awareness to topics such as race, class, and gender in media representation.
- Express themselves with clarity and creativity in both oral and written forms, drawing on training in visual culture, creative writing, and digital storytelling.

ACM's Bachelor of Arts in Communication Studies requires students to satisfy the ACM Core Curriculum and the following major requirements:

Lower-Division, Communications and Expression, 15 credits required

- ART 110: Photography
- ART/ARH 201: Survey History of Western Art: Prehistory to Modern Times
- ART/ARH 342: Artistic Encounters in the Mediterranean: Cross-Cultural Perspectives in European Art
- ART 277/377: Creative Writing

Upper-Division Communications Studies, 30 credits required

- FRE/LIT 340: French Children's Literature: exploring Language, Culture, and Society
- COM/IRL 316: Media and Conflict
- FLM/FRE 325: France as seen through its Movies, post WWII to the 1970's
- FRE/FLM 326: France as seen through its Movies, The 1980's to Today
- LIT/COM 375: The European City in Literature and the Visual Arts
- LIT/COM 312: Provençal Culture, from Myth to Media
- COM/HIS 314: France during the Occupation: 1939-1945
- ART/ARH 381: The XIX Century and French Impressionism
- ART/ARH 382: Cezanne and Van Gogh

January Term Seminar (3 credits)

Total Major Credits: 48

Mediterranean Studies

The Bachelor of Arts in Mediterranean Studies (BAMS) builds on the academic tradition and geographic location of ACM and its study abroad institute, IAU. Set in a dynamic and historically diverse environment, Mediterranean Studies at ACM offers students an immersive and interdisciplinary perspective that is central to the institution's educational mission. Experienced and engaged faculty encourage students to examine the region through original and critical lenses, drawing on historical, cultural, political, literary, and artistic dimensions.

Through coursework and experiential learning, students in the BAMS program develop a deep understanding of the cultural and environmental specificities of the Mediterranean region. They learn to analyze historical, literary, and political developments that have shaped Mediterranean societies; evaluate cross-cultural exchanges and their impact on art, architecture, and intellectual traditions; and interpret primary

sources—from archaeological remains to music and visual media—to trace evolving cultural identities from Antiquity to the contemporary era. Students also synthesize perspectives on migration, borders, and hospitality to assess complex issues facing the region today.

As part of their undergraduate experience, students complete ACM's Global Diversity (GD) requirement, which entails taking at least one course that explores and analyzes typically underrepresented groups on the global stage and incorporates international and cross-cultural perspectives. These experiences equip BAMS graduates with a rich foundation of knowledge and competencies, preparing them to contribute thoughtfully and effectively in a global workforce.

Learning Outcomes

Graduates of the Mediterranean Studies program will be able to:

- Describe the regional cultural and geographic/environmental specificities of the Mediterranean.
- Analyze Mediterranean cultural, historical, literary, and political contexts and developments that have shaped Mediterranean societies.
- Evaluate cross-cultural influences and exchanges between Mediterranean regions and how they have influenced art, architecture, and cultural/intellectual traditions over time.
- Interpret primary sources (archaeological, textual, musical, or visual) to understand the evolution of cultural identities in the Mediterranean from Antiquity through the Contemporary era.
- Synthesize perspectives on migration and borders from different Mediterranean cultures to assess contemporary issues related to migration, borders, and hospitality in the region.

To complete the Bachelor of Arts in Mediterranean Studies, students must fulfill the ACM Core Curriculum and the following major-specific requirements:

Lower-Division Mediterranean Studies, 15 credits required

- ARA 101
- ARA 102
- ART/ARH 201: Survey History of Western Art: Prehistory to Modern Times
- ART 277: Creative Writing and the Intercultural Experience
- ENS 200 Ecology of France and the Mediterranean Environment
- HIS/WGS 270 – Food Culture in Provence, France, and the Mediterranean

Upper-Division Mediterranean Studies, 30 credits required

- MED/SOC 352 Mediterranean Identities and Cultures through the Lens of Museums
- MED/IRL 323 Migrations, Borders, Hospitality
- MED 400 – Capstone Study
- ART/ARH 320 Picasso, Matisse, and the Mediterranean
- ART/ARH 382: Cezanne and Van Gogh
- ARC/ARH 313 Powers and Identities in the Ancient Mediterranean
- ARC/ARH 312: European and Mediterranean Prehistoric Art and Archaeology
- ARC/ENS 338 The Development of Mediterranean Civilizations: A Landscape Archaeological Approach
- COM/HIS 314: France during the Occupation: 1939-1945
- FRE/HIS 348 Provencal History and Culture through its Monuments
- FRE/LIT 345 – French Children's Literature: Exploring French Culture Through Classics and Modern Classics
- FRE/LIT 383 Writing in Provence: Literature and Regional Culture
- HIS/WGS 270 Food Culture in Provence, France, and the Mediterranean
- HIS/SOC 304 Muslim Presence in Europe
- HIS/POL 321 French Colonialism in the Middle East and North Africa
- LIT/COM 312: Provençal Culture, from Myth to Media
- REL 311 Early Christianity in Europe
- REL 312 The Children of Abraham: Judaism, Christianity, and Islam
- POL/IRL 308 Geopolitics of the Mediterranean Basin

January Term Seminar (3 credits)

Total Major Credits: 48

Self-Designed Field of Study

The Self-Designed Field of Study at The American College of the Mediterranean empowers students to chart their academic journey, combining diverse disciplines to suit their unique interests and aspirations. Under the guidance of their faculty advisors, students will curate a cohesive and intellectually stimulating curriculum that explores the intersections of knowledge. By integrating coursework from various departments, this program fosters creativity, independent

thinking, and a deep understanding of complex global challenges. Students must plan diligently and early for the self-designed major. Like all other majors, the degree requirements (foundation courses, January Travel Seminar, upper and lower-division course work, etc.) are required. Graduates emerge as versatile thinkers and innovators, poised to make significant contributions in their chosen careers.

Learning Outcomes

Graduates of the Self-Designed Field of Study will be self-directed scholars who integrate ideas, methods, and experiences from multiple disciplines to address contemporary issues.

They will be able to:

- Design and justify an individualized academic pathway | Craft a coherent curricular plan that articulates clear intellectual goals, explains the integration of selected disciplines, and meets professional or graduate-study aspirations.
- Synthesize theories, concepts, and methods from distinct fields | Draw connections among humanities and social-science traditions (e.g., historical analysis, cultural critique, qualitative and quantitative research) to illuminate complex questions that cannot be answered from a single perspective.
- Conduct original, interdisciplinary inquiry | Formulate research questions, select appropriate mixed methodologies, gather and analyze evidence, and present findings that advance understand in multifaceted global challenges.
- Communicate integrative thinking with clarity and versatility | Tailor arguments, narratives, and creative projects to diverse audiences and media—written, oral, visual, and digital—demonstrating advanced fluency in each mode.
- Apply ethical reasoning and global awareness to problem-solving | Evaluate the cultural, social, and environmental implications of ideas and actions; propose solutions that are responsible, inclusive, and informed by multiple cultural viewpoints.
- Exhibit metacognitive and reflective practice | Assess their own learning process, adapt goals in consultation with faculty mentors, and articulate the value of interdisciplinary study for lifelong intellectual growth.
- Collaborate effectively across disciplinary and cultural boundaries | Lead and participate in teams that leverage diverse expertise and perspectives, demonstrating respect, flexibility, and the ability to integrate feedback into shared outcomes.

Course Code Key

ACC Accounting	**ANT** Anthropology	**ARA** Arabic	**ARC** Archeology	**ARD** Architecture	**ARH** Art History
ART Art	**BIO** Biology	**BUS** Business	**CCS** Cross Cultural Studies	**CHM** Chemistry	**CIS** Computer and Information Science
CLT Cultural Studies	**COM** Communication	**DAN** Dance	**ECO** Economics	**EDU** Education	**EEG** Electrical Engineering
ENG English	**ENS** Environmental Science	**EUR** European Studies	**FIN** Finance	**FLM** Film Studies	**FRE** French
GEO Geography	**HIS** History	**HUM** Humanities	**HSP** Hospitality Management	**INT** Internship	**IRL** International Relations
ITA Italian	**LIN** Linguistics	**LIT** Literature	**MED** Mediterranean Studies	**MEG** Mechanical Engineering	**MGT** Management
MKT Marketing	**MSM** Museum Studies	**MTH** Math	**MUS** Music	**PHI** Philosophy	**PHY** Physics
POL Political Science	**PSY** Psychology	**REL** Religious Sties	**SOC** Sociology	**SPA** Spanish	**THE** Theatre
WNS Wine Studies					

Undergraduate Course Descriptions

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, SPA, or ARA 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.

Anthropology and Archaeology

ARC/ARH 313: Powers and Identities in the Ancient Mediterranean - 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.

ARC/ARH 312: European and Mediterranean Prehistoric Art and Archaeology - This course deals with the apparition and the development of European and Mediterranean societies from the arrival of the first modern humans; known as Cro-Magnon, until the birth of the Celtic aristocracies at the dawn of the Roman conquest. Within the chronological framework of the course, illustrated by major archaeological sites and artifacts, topics discussed include art (cave art, prehistoric "Venuses"), genders, identities, power and birth of leadership, ancient religious beliefs (shamanism, Mother Goddess worshipping, solar cults…). 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

ARA 101: Elementary Modern Standard Arabic – 3 credits - This course is designed for students with no previous knowledge of Arabic to allow the beginner to reach a level of reading and writing simple texts of daily life in Arabic. The aim of this course is to help the student acquire the structures, vocabulary, and expressions of Arabic language that students need to accomplish basic communicative tasks of daily life.

Art

ART/PHI 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. Painting I, II, or III and Drawing I, II, or III are co-requisites.

ART/PHI 310: Art Criticism and Aesthetics Seminar II – Artworks and texts from varying periods and cultures throughout history are compared to explore diverse issues such as the imagination, symbols in art, Zen principles in eastern art, motif, and tradition. Field studies included. Painting I, II, or III and Drawing I, II, or III are co-requisites.

ART/PHI 311: Art Criticism and Aesthetics Seminar - Intensive critical and comparative analysis of works from different periods and cultures, with an emphasis on the relationship between content and form. Includes three full-day seminars/site visits. Painting and Drawing I, II, or III is a co-requisite.

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 to transform 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, portraiture and model work, and museum study. A 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. Painting I, II, or III and ART/ARH/PHI 310/311 are co-requisites.

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 to transform 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, portraiture and model work, and museum study. A 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. Painting I, II, or III and ART/ARH/PHI 310/311 are co-requisites.

ART/MUS 245: Music and Sound of the Mediterranean – *Global Diversity Course* - The course introduces the students, through presentation, active listening, engaging in musical activity and creative workshops, to a selected variety from the Mediterranean music repertoire. It explores the music and sound of vernacular and scholar musical art-forms within their social, cultural, geographical, historical and political context. The course is not intended only for students who have a prior musical background, it is open to all students.

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. A 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. Painting I, II, or III and ART/ARH/PHI 310/311 are co-requisites.

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. A 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. Painting I, II, or III and ART/ARH/PHI 310/311 are co-requisites.

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. A 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. Drawing I, II, or III and ART/ARH/PHI 310/311 are co-requisites.

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. A 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. Drawing I, II, or III and ART/ARH/PHI 310/311 are co-requisites.

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. A 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. Drawing I, II, or III and ART/ARH/PHI 310/311 are co-requisites.

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. A 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. Drawing I, II, or III and ART/ARH/PHI 310/311 are co-requisites.

ART 107A: Painting and Drawing I Foundation - The overarching purpose of the painting and 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. 90 contact hours. ART 311 is a co-requisite.

ART 112: Ceramics I: Introduction to Ceramics
This introductory level studio course in ceramics will give the students an understanding of clay as a material. Through this course, students will learn the fundamentals of ceramics techniques and aesthetics. With an emphasis on throwing, hand construction along with surface and glaze techniques students will gain the skills to create three-dimensional works. Students will develop an understanding of design, aesthetics, and the creative process within the development of clay objects through both functional and nonfictional works**.**

ART 207A: Painting and Drawing II Intermediate - The overarching purpose of the painting and 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. 90 contact hours. ART 311 is a co-requisite.

ART 307A: Painting and Drawing III Advanced - The overarching purpose of the painting and 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. 90 contact hours. ART 311 is a co-requisite.

ART 306: Drawing into Painting - This is an introductory studio art course to the techniques and approaches related to drawing and painting. Students will be encouraged to explore a variety of media, techniques, and subject matter as a means of discovering their own creative capacities while developing their perceptual as well as manual skills. Each week a new project will be presented to expose students to the varieties of relationships found between content and form. The course will include an investigation of still life, portraiture, and landscape through treatments in pen and ink, charcoal, oil pastels, and acrylics. Additional fee required.

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/BUS 327: Arts and Cultural Leadership -
Discover your place in the dynamic world of the arts! This course offers an overview of the arts industry, spotlighting key players and influential artists. Students will learn essential business skills for the arts sector, from launching a creative venture to managing nonprofits. Explore audience engagement, strategic communications, programming, event planning, and grant writing. Through hands-on case studies, meetings with arts professionals, and a final project, students navigate the arts economy, think critically about their career path, and practice job hunting skills. Whether you aspire to be an entrepreneur, a leader in an arts organization, or merge the arts with your unique background, this course equips you with the tools and insights to succeed.

ART 385: Sculpture - This 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? This course is appropriate for art majors as well as nonmajors. Additional fee required.

ART 399: Independent Study - Directed independent study for the advanced student. The student proposes a semester-long project that requires approval of the Art School Dean. Enrollment is based on review of transcript and/or portfolio.

ART/FRE/LIT 411: Crossing Spaces in the Intercultural Context - 4 credits - 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 - 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

ART/ARH 201: Survey History of Western Art: Prehistory to Modern Times - Initiation to the language and techniques of art history, and study of painting, sculpture, and architecture of art from prehistory to the 20th century. Typically includes field studies to sites in the region.

ARC/ARH 312: European & Mediterranean Prehistoric Art and Archaeology
This course deals with the apparition and the development of European and Mediterranean societies from the arrival of the first modern humans, known as Cro-Magnon, until the birth of the Celtic aristocracies at the dawn of the Roman conquest. Within the chronological framework of the course, illustrated by major archaeological sites and artefacts, topics discussed include art (cave art, prehistoric "Venuses"), genders, identities, power & birth of leadership, ancient religious beliefs (shamanism, Mother Goddess worshipping, solar cults). Typically includes field studies to sites in Provence.

ARH/ARC 313: Powers and Identities in the Ancient Mediterranean - Overview of the Mediterranean basin from the first civilizations in Egypt and Middle East up to the Roman expansion over Europe. The course objectives aim to "de-classicize" the Ancient Mediterranean history to tone down the "Mediterranean Antiquity/Greco-Roman" paradigm. As this Greco-Roman world did not appear abruptly, classes will have an equal emphasis on these "Non-Classical" civilizations such as the Etruscans, the Hittites, the Phoenicians, and the Celts/Gauls. As a result, the main direction taken for this course focuses on concepts of power and identity, which are demonstrated in politics, gender and social ideals, material culture and religious practice. Finally, bridges will be created between the concerns of the Ancients and our concerns in modern societies. Typically includes an overnight trip to Paris and/or Provence (e.g., Arles, Marseille).

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

ARC/ARH/FRE 331: Archaeology, Art, and Architecture of Ancient Provence - This class is a survey of the History of Provence based on its art, architecture, and archaeological discoveries. Typically includes site visits in Aix-en-Provence and in Provence. *Taught in French.*

ART/MSM 337: A History of Museums: From Prehistoric Caves to the Louvre Abu Dhabi - Housing artworks from all over the world and from all eras, museums carry memory of humanity. In the past, however, these artworks were displayed in various locations and settings such as nature, tombs, churches, palaces, and private dwellings. To understand better what is displayed in today's museums, this course rereads the history of art in relation to space/place from prehistoric cave paintings to contemporary art centers. It includes field studies to several museums in the region.

ARH/ART 340: The Mediterranean and Beyond: Cross-Cultural Studies in Medieval Art and Architecture - - *Global Diversity Course* - This course goes beyond the borders of empires, states, and political history to discuss and analyze what makes the Middle Ages an artistic, architectural, and intellectual momentum from the 5th to the 15th centuries CE. It studies the arts and architecture of various cultures and covers vast geographical and chronological scopes. We will deal with West Europe, the Islamic World, Iran, India, China, the Byzantine Empire, and the so-called Vikings (Danes). Field studies are an integral part of the course.

ARH/ART 342: Artistic Encounters in the Mediterranean: Cross-Cultural Perspectives in European Art - This course studies the cross-cultural influences on European art from the 6th to the 19th 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.

ART/ARH 363: Baroque Art and Architecture - This course investigates European art and architecture of the seventeenth century. Known as the Baroque, this artistically rich period saw the rise of major artists including Caravaggio, Bernini, Gentileschi, Velasquez, Rembrandt, Vermeer, Rubens, Claude, and Poussin. Best known for dramatic, narrative scenes of intense psychological and emotional power, Baroque art, in its extravagant excitement, reflects the tumultuous times in which it was created. This course looks at regional stylistic variations - Italy, Spain, Flanders, Holland, France, England - within the context of historical circumstance including new ideas about the nature of time and space, the rebranding of the Catholic Church (on the offensive after the onslaught Protestantism), the consolidation of power by an absolute monarch (Louis XIV), and the creation of the Dutch Republic with a mercantile-based economy.

ART/ARH 364: Contemporary Art: Visual Representation of the Mediterranean - This course surveys contemporary art practices along the Mediterranean, focusing on cross-cultural exchange between Europe, North Africa, and the Levant. Through an array of post-war artworks, films, and texts that address the role representation plays in forming our understanding of place, students will develop a deeper understanding of how visual culture relates to the complex social, historical, and political issues unfolding in the region. Artist talks will be critical to this course to introduce students to the contemporary art community of Aix-en-Provence, Marseille, and its surroundings.

ART/ARH 373: Renaissance Art and Architecture - This course studies Renaissance art and architecture in western Europe from the late 13th to the early 16th century in the context of the cultural, philosophical, social, political, economic, and religious transformation of the continent. We will not only look at the Italian Renaissance, with major artists including Giotto, Donatello, Botticelli, Masaccio, Leonardo da Vinci, Michelangelo, and Raphael, but also at the Flemish Renaissance (Jan van Eyck, Robert Campin, Rogier van der Weyden, Hans Memling, Hugo van der).

ARH/ART 381: The XIXth Century and French Impressionism - With an emphasis on looking at and discussing paintings (over memorizing dates and names), this course seeks to understand what happened in France in the 19th Century in the domain of art. What was Impressionism? Why did it happen at this particular moment? And why was it centered around Paris? Students will read texts, look closely at paintings, participate in class discussions, and attend a multi-day trip to the museums of Paris.

ARH/ART 382: Cézanne and Van Gogh - Paul Cezanne and Vincent Van Gogh remain two of the most influential painters in the history of European art, and both accomplished significant portions of their work right here in Provence. This course follows the career arcs of both painters, with an emphasis on reading primary texts and looking very carefully at the most significant works each artist produced (as well as some lesser-known gems). Additionally, students attend two day-long field studies, in which they examine reproductions of paintings by each artist, while standing in the exact spot the paintings were done, comparing the work with the real motif, to gain insight into each artist's powerful imagination.

Business

BUS 301: International Business Today and Tomorrow - The world's economies are part of an integrated global system. Firms of all sizes consider the entire world when deciding where to produce and where to sell their goods and services. Global trends, such as greater emphasis on environmental sustainability, and international macroeconomic shocks, such as ongoing regional conflicts, influence the decisions of business leaders worldwide. At the same time, national borders and differences remain an essential fact of the global economy. This course will study the changing world in which international business operates, with a particular emphasis on developing a global perspective through the study abroad experience. Its focus is on the macro environment of national differences of political economy and culture and of the global trade and investment system, but it will also consider managerial implications of issues for individual companies.

BUS 303: Intercultural Management - Fast-paced changes in the global workforce, from monocultural/monolingual to multicultural/multilingual work environments, has deeply affected the needs of global business, requiring new, innovative management strategies as the hiring of global nomads and experienced expatriates shifts companies and organizations. This course will raise awareness on how best to manage innovative and intercultural human resources to achieve new 21st century goals in diversity, equity and inclusion and present new solutions to the challenges and opportunities that international work forces can generate.

BUS 304: Business Ethics in the Global Market - *Global Diversity Course* - 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, whistleblowing, 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: What is French Luxury Today? - This course deals primarily with the key question "What is French Luxury Today?" and considers how a new generation of Luxury clients

will transform Luxury in the future. In this course you will seek out French Luxury for yourself through a visit to Paris, the high temple of French chic, combined with field studies to Luxury hotspots in Aix-en-Provence and the South of France. The trips will be brought together with a semester of lessons, discussions, and on-going analysis of Luxury from Fashion Brands, through to Hotels, Perfumes, Concierge Services and more. We look at how brands differentiate themselves in today's digital world and ask the fundamental question: Can Luxury and Sustainability co-exist?

BUS/WGS 310: International Wine Business - Wine has been a trade since Ancient Greece and continues to be an object of global commerce. Through lectures, case studies, excursions and tastings, this course gives students an understanding of various aspects of global trade. Through class outings we will visit different wine companies and converse with guest speakers to gain experience from genuine business examples. This course will cover B to C sales (retail, hospitality, online) and B to B sales focusing on wine export and marketing from the perspective of French wine producers in international markets. The course includes Field Studies. Additional fee required.

BUS/FRE 311: Business French - Students will discover the world of work in France, the several types of companies related to different economic activity during class but also through company visits and the participation of guest speakers. Before each visit or course, specific vocabulary will be studied to allow better understanding of the topic. This professional French course allows for the enrichment of oral and written skills in the field of business French through presentations, reading of articles, or videos. For each file, listening and written exercise, there is work on authentic documents, letters, adverts, etc.

BUS 314: The Global Fashion Industry in the Mediterranean - Students learn about the history and structure of the global fashion industry, understanding the key roles played by different countries: from "designing countries" to "manufacturing countries." The Mediterranean is a center of both design and production and the course will explore the vibrant Mediterranean fashion scene, with local brands being used as case studies. Students learn how the various parts of the fashion industry work, from fast fashion to local brands, examining the entire supply chain, and exploring the challenges associated with different brand types. Students will become active participants by playing the roles fashion needs for future success.

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 negative impacts 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 analyzing today's business model, questioning stores directly, watching videos of change and critical thinking. We can drive positive change across the global fashion industry, as a customer and a citizen, starting with our everyday choices or from working within the fashion industry itself and driving these much-needed changes to fruition.

BUS 327: Arts and Cultural Leadership - Discover your place in the dynamic world of the arts! This course offers an overview of the arts industry, spotlighting key players and influential artists. Students learn essential business skills for the arts sector, from launching a creative venture to managing nonprofits. Explore audience engagement, strategic communications, programming, event planning, and grant writing. Through hands-on case studies, meetings with arts professionals, and a final project, students navigate the arts economy, think critically about their career path, and practice job hunting skills. Whether you aspire to be an entrepreneur, a leader in an arts organization, or merge the arts with your unique background, this course equips you with the tools and insights to succeed.

BUS/IRL 333: International Crisis Management
Today's business environment is unpredictable, volatile, and complex. Leading a business or international organization requires learning to manage crisis effectively. The good news is that with crisis comes change: evaluation, awareness, and improvements. This course examines the entire crisis management lifecycle – from prevention and preparedness through response, recovery, and mitigation. Using a toolkit, students will consider challenges faced by business leaders and will develop a complete crisis management plan, including tools and methods to identify potential crises, implement response and mitigation strategies, manage crisis response teams, and create communications to address stakeholder and public relation issues.

BUS/IRL 335: International Communication Strategy and the Magic of Stories - In today's digital world, paid advertising is no longer sufficient. Consumers and stakeholders need a cohesive narrative to buy into a product, a cause or an

organization's mission. This course will introduce a framework for creating an international communication strategy coupled with meaningful storytelling. After learning the steps in the development of a communication strategy, students will apply this knowledge to their own personal project. The course will also examine inbound and outbound marketing in the corporate, government and NGO spheres. Finally, we will learn about different channels for content generation and media-based interactions, such as: social media, blogs, podcasts, advertisements, newsletters, email marketing, video posts, interviews, press conferences, reels, interviews, and public relations.

BUS 336: Sustainable Entrepreneurship - Based on the UN's Sustainable Development Goals (SDG), this case study-based course program enables students to analyze how business can be a force for good and tackle some of the world's biggest problems. Sustainable entrepreneurship (SE) differs from traditional entrepreneurship by emphasizing climate innovation, sustainable living, and environmental improvement. The course involves searching for opportunities for new products or services, modern technologies, and new production processes that alleviate social or environmental issues and make more efficient use of energy and natural resources. Students will go through the entire process of starting up a sustainable enterprise or non-profit project, from developing and testing a social business model to pitching to impact investors and developing all aspects of the organization.

BUS/IRL 337 – International Negotiations - International negotiation has become the most widely used means of conflict management in international relations. This course examines the principles and complexities of negotiations among state governments, international organizations, and businesses (bilateral, regional, and multilateral). After reviewing international negotiation theories and strategies, students will engage in exercises and simulations to gain a practical understanding of negotiation preparation, styles, and tactics. You will analyze not only the official negotiation process but also the important functions of pre-negotiation, second-track diplomacy and post-agreement negotiations concerned with implementation and compliance. Why do some negotiations succeed, while others keep failing? This course will additionally discuss case studies that examine the transition from conflict to resolution in a variety of historical and regional contexts.

BUS 338: Perfume Culture and Business: French History and Know-How in Action - Perfume-making in the French city of Grasse is listed by UNESCO as part of France's Intangible Cultural Heritage. Provence, the historic birthplace of the perfume industry, remains a dynamic center of perfume creation, innovation, and production, making perfume an undisputed asset of the French luxury industry. This course provides students with an understanding of history of the French perfume industry, as well as how today's perfumes are created, produced, and sold. Students also learn about perfume marketing and distribution. Includes a field study trip to Grasse.

Communication Studies

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 field studies to sites in Provence. This course will examine the major social, economic, diplomatic, and political challenges that France faced during the 1939-1945 time period. Four major themes will be explored:

1. The Vichy regime & the military, economic, ideological, and political aspects of "Collaboration"
2. How the life of the people in France was affected by the Occupation
3. How the media shape our perception of History, Resistance and Collaboration
4. The role played today by the 'duty of remembrance' in the way the French envision WWII

COM/IRL 316: 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 and human rights abuses. We will study the dynamics governing news media environments and structures. We will try to understand why different audiences from different cultural spheres perceive the same news in vastly different ways. We will examine the rich arsenal of repressive 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. We will study the disruptive effect

of social media on political systems. Particular attention will be devoted to Facebook and Twitter's impact on politics.

COM/LIT 375: The European City in Literature and the Visual Arts - This course will explore the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilization. We will focus primarily on the late nineteenth- century up to the contemporary setting, more specifically on Rome, Paris, Amsterdam, Prague, and London. Other cities will be considered but only in complement to these four central urban settings. The main genres will be the novel and cinema but will not exclude poetry, music, or painting.

Creative Writing

ART 277: - Creative Writing – Spirit of Place - Beginners Whether in fiction or in journalism, no writer who has traveled with their eyes and hearts open can ignore the power of place. Even ordinary places, when skillfully captured or created in prose and reporting, can become compelling characters in their own right. Through studying the treatment of place by both journalists and authors and developing our own work through group and individual exercises, this workshop is designed to explore the pleasure and power of crafting place whether in fiction, memoir, articles, or essays. Typically includes visits in the immediate area and a day-trip workshop in the region.

ART 377: Creative Writing – Spirit of Place - Intermediate/Advanced - Whether in fiction or in journalism, no writer who has traveled with their eyes and hearts open can ignore the power of place. Even ordinary places, when skillfully captured or created in prose and reporting, can become compelling characters in their own right. Through studying the treatment of place by both journalists and authors and developing our own work through group and individual exercises, this workshop is designed to explore the pleasure and power of crafting place whether in fiction, memoir, articles, or essays. Typically includes visits in the immediate area and a day-trip workshop in the region.

Environmental Science

ENS 200: Ecology of France and the Mediterranean Environment - Survey of current theories and practices in ecology. The 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.

ENS 200L: Ecology of France and the Mediterranean Environment LAB - 1 credit - *Lab course for ENS 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.

ENS/WNS 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.

ENS/WNS 305L: Chemistry and Biochemistry of Wine Production LAB - 1 credit - *Lab course for ENS/WNS 305* - 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.

ENS/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 201: Introductory Microeconomics - Economics is the study of the allocation of scare resources. This course provides students with a rigorous grounding in the core concepts and methods of microeconomics, which examines the decision-making of people in their everyday lives. It examines when voluntary interactions between individuals promote the common good, when they do not, and what policy can do about it. Standard microeconomic tools such as constrained

choice are taught to show how they give insight into real-world problems.

ECO 304: Economic Globalization: Growth and Development - *Global Diversity Course* - Over the past half century, economic globalization has brought about a fundamental change in the world economy. Enormous progress has also been made in many dimensions of development in almost all countries. However, even today the living standards of hundreds of millions of the world's poorest people have benefited little, if at all, from rising global prosperity and huge challenges remain, especially related to inequality and the environment. This course will study how economic globalization has contributed to growth and development across the world but why not all have benefited equally. It considers the contribution that economics can make to explaining why some nations are poor and others rich, and how public policy can be designed efficiently and fairly. This course includes an overnight field study trip.

ECO 308: International Economics and the European Union - The European Union (EU) is a unique political and economic construction. For many economists, its defining characteristic is its four freedoms of movement of goods, services, people, and capital within the world's largest single market. Twenty member states have gone even further in economic integration and share a common currency, the euro. The EU's policies influence the everyday lives of those who live inside and outside its borders. This course will study the benefits and costs for the people of the EU, and indeed the world, of this 'ever closer' union using the tools of international economics. Its focus is the economic integration of Europe from the end of the Second World War to the present day. The course includes a mandatory field study visit to Brussels, joint with other School of Global Affairs courses.

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 the Sociology of Education will be required to teach in a school for one hour a week, offering teaching experience and the chance to be a central part of the Aix-en-Provence culture.

FRE 379: Deep-Dive into the French Language: History, Acquisition and Teaching - 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 325: 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 a society's dominant elements and how they witness and create these representations?

FLM/FRE 326: 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

All courses taught in French

FRE 101: Beginning French I - Intensive practical introduction to French for those with little or no previous study.

FRE 102: Beginning French II - Intensive practical study of more advanced components of the French language for those who have completed the equivalent of one semester of college level French.

FRE 151: Immersive Elementary French - 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. The goal is to establish essential skills in French and to build student confidence in using them through thematic exposure to the society 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. Content may slightly change according to the students' level and the pace of the class.

FRE 201: Intermediate French I - Continued development of competence in reading, writing, speaking, and understanding spoken French. Intended for students who have completed the equivalent of one year of college level French.

FRE 202: Intermediate French II - 3 **credits** - Intended for those who have completed the equivalent of three semesters of college level French. Intensive three hours classroom learning. Development of oral French through conversation.

FRE 203: Intermediate-Advanced French III - 3 **credits** - Intended for those who have completed the equivalent of three or four semesters of college French. Intensive three hours French Through writing and conversation. Transition to 300 courses inn 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 and written practices with a special emphasis on French Society, Communication and Popular Culture.

FRE 235: The Phonetics of Contemporary French – Introduction
Intended for students who have completed the equivalent of two to three semesters of college level French. Designed to help students develop accurate pronunciation skills in French. By focusing on the sounds of the language, intonation patterns, and other important aspects of French phonetics, students can improve their ability to communicate effectively in a basics French-speaking contexts.

FRE 251: Immersive 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. 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 society, 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. Content may slightly change according to the students' level and the pace of the class.

FRE 252: Immersive 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. 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 society. The student will get acquainted with culture in Aix-en-Provence, Provence, and France. Content may slightly change according to the students' level and the pace of the class.

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. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations, discussions, oral presentations, and thematic cultural exposure. 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.

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. The emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations, discussions, oral presentations, and thematic cultural exposure. 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.

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 - Introduction to French literature from the Middle Ages to the present day. The course will focus on the major literary movements and genres, including poetry, novels, theater, short stories, epistolary novels, and autobiography. Students will read and analyze texts from different periods and study their historical and cultural contexts. Through close readings of extracts from these primary texts, students will develop their critical thinking and analytical skills while exploring the historical, social, and cultural contexts of the works studied.

FRE/FLM 325: 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 a society's dominant elements and how they witness and create these representations?

FRE/FLM 326: 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/ARC 331: Archaeology, Art, and Architecture of Ancient Provence - *Summer Term* - This class is a survey of the History of Provence based on its art, architecture, and archaeological discoveries. Typically includes site visits in Aix-en-Provence and in Provence.

FRE 333: 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/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 ACM. An upper-intermediate level of French or higher is essential. Availability depends on company offers. Flexible hours according to a student's course schedule.

FRE/LIT 344: French Children's Literature: Powers of Imagination from Picture Books to Young Adult Fiction This course will explore French children's literature from the 20th century to the present day. It will address the creativity of language through, among other things, wordplay and the interaction between text and illustrations, as well as the modern history of French culture and society which have shaped the system of family values and related to early childhood and adolescence. It will also offer students several creative writing assignments.

FRE/LIT 345: French Children's Literature: Exploring French Culture Through Classics and Modern Classics - This course will explore the primary texts of French children's literature, and more precisely, among others, fairy tales and fables, as well as coming-of-age novel. The varied texts selected for this course will demonstrate the extent to which this literature touches on all genres and all literary traditions. It will also offer students the opportunity to appropriate the styles and themes of canonical authors through literary creation exercises

FRE/HIS 348: Provencal 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 362: Women and the Mediterranean: from the 16th to the 19th Century - This course is designed to encourage students to question the notion of gender through the established works of French literature. By studying "great

texts" in varying genres, including novels, poetry, and theatre, and using images (paintings, engravings, and photographs), this course will examine the fabrication of gender (and particularly femininity) through the cultural and aesthetic devices presented in these works and in the light of the socio-cultural and historical context in which they arose.

FRE/LIT 363: Women and the Mediterranean: from the 18th to the 21st Century - This course is designed to encourage students to question the notion of gender through the established works of French literature. By studying "great texts' in varying genres, including novels, poetry, and theatre, and using images (paintings, engravings, and photographs), this course will examine the fabrication of gender (and particularly femininity) through the cultural and aesthetic devices presented in these works and in the light of the socio-cultural and historical context in which they arose.

FRE/POL 376: Contemporary French Identities - *Global Diversity Course* - 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 379: Deep-Dive into the French Language: History, Acquisition and Teaching - 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/LIT 383: Writing in the Mediterranean: The Meeting of Literature and Regional Culture - Multiple exercises based on a variety of poetic and theatrical texts in guided creative writing and centered on 4 themes: 1) Sensations, 2) Materials, 3) Spaces, and 4) Identities. Connections between the students' Mediterranean experience in our environment and the quest for their personal French writing style. Main authors: Baudelaire, Verlaine, Luca, Sarraute, Guillevic, Ponge, Minyana, Senghor, Jean-Louis, Mnouchkine, and Koltès.

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.

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 411: Cultural Approach of the Other - 4 credits - 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. This course will focus on the specificity of French cultural contexts especially in the South of France through the exploration of contemporary Literature texts and the works of contemporary artists. How can the work of writers and artists focused on Outer Space, Inner Space, the Body, the Other, Nature and the World help us to better understand and appreciate our experiences and more specifically our encounter of the French society in Aix-en-Provence.

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 470: Translation and Publishing Workshop
This course is designed to provide advanced instruction and supervised practice in translation (from French into English) and editing work. During the course, students will be working directly with a major French publisher, translating promotional materials (used by French publishers to promote books to booksellers) intended to sell the rights of these books abroad and original French texts that have not been translated into English. Several genres will be encountered, including novels,

short stories, and essays. The course includes both supervised practice of translation, and rewriting (in French and English), and familiarization with the publishing industry. At the end of this course, the students will have a professional translation portfolio.

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.

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* - Following the terrorist attacks of 9/11, exaggerated fears and stereotypes towards Islam and Muslims rose in regularity and notoriety. In the United States and in Europe, this "othering" has materialized as ethnic profiling, community surveillance, and most recently, in the rhetoric of the far right. This course is an overview of the long and complex relationship between the Muslim world and the West. It will deconstruct the myth of the two as separate and irreconcilable entities and will emphasize their historic commonality. The course will cover the ongoing debates about Muslims in Europe, such as concepts of religion and secularism, tradition and modernity, immigrants versus citizens, legal issues, human rights, feminism, the headscarf (hijab), identity construction, radicalization, and more. Students will have the opportunity to meet with French Muslims and to participate in field studies to humanitarian associations, prayer spaces, mosques, and immigrant quarters in Marseille.

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: Provencal 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/WNS 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. The course includes field studies to restaurants, wineries, and meeting guest chefs.

International Relations

IRL/POL 303: International Relations - The study of international relations in today's world encompasses much more than relations between governments and nation-states. This course will look at all modern actors in international affairs. Central to our approach is taking advantage of living abroad for a semester. This includes exploring the viewpoints of new friends, closely following local and international news, attending local conferences, and exploring Franco-American relations. Students will read assigned texts, write short papers, and give presentations.

IRL/POL 305: US Diplomacy in an Age of Change - Case Studies and Practical Exercises - This seminar will explore contemporary U.S. foreign policy and the challenges that face its practitioners. Students will explore the context of US diplomacy today, while honing essential written and oral communication skills.

IRL/POL 308: 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 coastal region. 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 has also been plagued by violence and instability for decades. This course will examine the security issues currently emerging in the region, conscious that they are just the most recent act in a long and continuous pageant of human activity stretching back to the dawn of recorded history. Students will read texts on the geopolitical issues facing the countries of the Mediterranean basin today and analyze contemporary policies to have a better understanding of the future of this fascinating region.

COM/IRL 316: 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 and human rights abuses. We will study the dynamics governing news media environments and structures. We will try to understand why different audiences from different cultural spheres perceive the same news in very different ways. We will examine the rich arsenal of repressive 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. We will study the disruptive effect of social media on political systems. Particular attention will be devoted to Facebook and Twitter's impact on politics.

IRL/POL 318: The Israeli-Palestinian Conflict – *Global Diversity Course* - This course addresses the causes of the Israeli-Palestinian conflict and its transformation from the 19th century to the present. It provides an in-depth understanding of the conflict by exploring its history, the narratives and evolving positioning of the parties involved. We will follow a timeline beginning with the conflict's inception, studying the events that led to the 1948 War. Further, we will examine the various armed confrontations that pitted Israeli against its neighboring countries as well as the various attempts at peace. We will do so by addressing international, historical, and political developments. A particular focus of the course will be the Israeli and Palestinian societies, their history, and their culture. This class is a reading- and discussion-intensive course. Students are expected to participate actively and to prepare presentations on selected readings. An interdisciplinary approach will be favored throughout the course.

IRL/MED 323: Migrations, Borders, Hospitality – ***Global Diversity Course*** **-** This class focuses on analyzing, deconstructing, and contextualizing three concepts: Migrations, Borders, and Hospitality. Each concept encapsulates complex historical, cultural, legal, political and philosophical dimensions that will be studied and discussed, looking at their interaction and how States, agencies, and several other actors, generate so-called "Refugee Politics". How do socially constructed values, perceptions and "national interests" clash and/or shape one another? Do "rational" or "irrational" decision-making processes prevail and why?

BUS/IRL 333: International Crisis Management - Today's business environment is unpredictable, volatile, and complex. Leading a business or international organization requires learning to manage crisis effectively. The good news is that with crisis comes change: evaluation, awareness, and improvements. This course examines the entire crisis management lifecycle – from prevention and preparedness through response, recovery, and mitigation. Using a toolkit, students will consider challenges faced by business leaders and will develop a complete crisis management plan, including tools and methods to identify potential crises, implement response and mitigation strategies, manage crisis response teams, and create communications to address stakeholder and public relation issues.

IRL 334: European Union Environmental Politics - This course studies European environmental politics as forged in Brussels in the last ten years. It focuses on four main areas: carbon emissions; biodiversity; energy; and agriculture and food. The different interests and respective influence of actors and stakeholders (EU institutions, member states, NGOs, unions, lobbies, scientists, and the media industry are critically weighed and compared. We will break down the ways in which EU policies have been developed in recent years in each of the four areas mentioned above. A required field trip to Brussels will give students a chance to meet EU officials and experts working on EU environmental policies. The class involves a lot of reading (book chapters and academic articles). Some are designed to provide the necessary background or history. Others are designed to focus on more specific issues. In both cases, this allows students to better understand complex issues and to prepare the ground each week for better informed, more intense and fruitful classes discussions and debates.

BUS/IRL 335: International Communication Strategy and the Magic of Stories - In today's digital world, paid advertising is no longer sufficient. Consumers and stakeholders need a cohesive narrative to buy into a product, a cause, or an organization's mission. This course will introduce a framework for creating an international communication strategy coupled with meaningful storytelling. After learning the steps in the development of a communication strategy, students will apply this knowledge to their own personal project. The course will also examine inbound and outbound marketing in the corporate, government and NGO spheres. Finally, we will learn about different channels for content generation and media-based interactions, such as: social media, blogs, podcasts, advertisements, newsletters, email marketing, video posts, interviews, press conferences, reels, interviews, and public relations.

BUS/IRL 337 – International Negotiations - International negotiation has become the most widely used means of conflict management in international relations. This course examines the principles and complexities of negotiations among state governments, international organizations, and businesses (bilateral, regional, and multilateral). After reviewing international negotiation theories and strategies, you will engage in a variety of exercises and simulations to gain a practical understanding of negotiation preparation, styles, and tactics. You will analyze not only the official negotiation process but also the important functions of pre-negotiation, second-track diplomacy and post-agreement negotiations concerned with implementation and compliance. Why do some negotiations succeed, while others keep failing? This course will additionally discuss case studies that examine the transition from conflict to resolution in a variety of historical and regional contexts.

IRL/POL 360: The International Law and Politics of Armed Conflict – *Global Diversity Course* - The UN Charter vows to "save succeeding generations from the scourge of war." Yet armed conflict has remained a constant feature of human history, as have efforts to somehow mitigate its horrors. The purpose of this course is to explore how international law, international organizations, states, and NGOs interact in response to armed conflict, and how such responses can contribute to, or undermine, efforts to end violence. Topics will include the origins and basic principles of the law of war, the changing nature of warfare in the 21st century, the challenges facing humanitarian aid and the prospects of peacebuilding and transitional justice.

Internship

INT/FRE 341: Internship - Internships at IAU College allow students to interact in a real French professional environmental and get a feel for the culture within French enterprises. Each of the internships with IAU has two components: one work and one academic. This course is designed to immerse the student in a multicultural professional space and a special effort is therefore made to help students develop the skills required to enter the professional world and navigate in a cross-cultural work environment. The empiric part of the experience will be accompanied by strong academic support and close individual follow-up with an IAU coach and mentor.
Students are required to maintain a working-environment discipline within a French- speaking office setting.

Linguistics

LIN/FRE 379: Deep-Dive into the French Language: History, Acquisition and Teaching - 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.

LIN/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/FRE 315: Introduction to French Literature- stories and autobiography. Students will read and analyze texts from different periods and study their historical and cultural contexts. Through close readings of extracts from these primary texts, students will develop their critical thinking and

analytical skills while exploring the historical, social, and cultural contexts of the works studied.

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 and how characters place themselves in history.

FRE/LIT 344 – French Children's Literature: Powers of Imagination from Picture Books to Young Adult Fiction This course will explore French children's literature from the 20th century to the present day. It will address the creativity of language through, among other things, wordplay and the interaction between text and illustrations, as well as the modern history of French culture and society which have shaped the system of family values and related to early childhood and adolescence. It will also offer students several creative writing assignments.

FRE/LIT 345 – French Children's Literature: Exploring French Culture Through Classics and Modern Classics - This course will explore the primary texts of French children's literature, and more precisely, among others, fairy tales and fables, as well as coming-of-age novel. The varied texts selected for this course will demonstrate the extent to which this literature touches on all genres and all literary traditions. It will also offer students the opportunity to appropriate the styles and themes of canonical authors through literary creation exercises.

LIT/FRE 362: Women and the Mediterranean: from the 16th to the 19th Century - This course is designed to encourage students to question the notion of gender through the established works of French literature. By studying "great texts' in varying genres, including novels, poetry, and theatre, and using images (paintings, engravings, and photographs), this course will examine the fabrication of gender (and particularly femininity) through the cultural and aesthetic devices presented in these works and in the light of the socio-cultural and historical context in which they arose.

LIT/FRE 363: Women and the Mediterranean: from the 18th to the 21st Century - This course is designed to encourage students to question the notion of gender through the established works of French literature. By studying "great texts' in varying genres, including novels, poetry, and theatre, and using images (paintings, engravings, and photographs), this course will examine the fabrication of gender (and particularly femininity) through the cultural and aesthetic devices presented in these works and in the light of the socio-cultural and historical context in which they arose.

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 the Mediterranean: The Meeting of Literature and Regional Culture- Multiple exercises based on a variety of poetic and theatrical texts in guided creative writing and centered on 4 themes: 1) Sensations, 2) Materials, 3) Spaces, and 4) Identities. Connections between the students' Mediterranean experience in our environment and the quest for their personal French writing style. Main authors: Baudelaire, Verlaine, Luca, Sarraute, Guillevic, Ponge, Minyana, Senghor, Jean-Louis, Mnouchkine, and Koltès.

LIT/FRE 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.

Marketing

MKT/WGS 302: Wine Marketing and Sensory Analysis: This course is a combination of lecture and professional tasting to analyze the quality levels, marketing of wine, target market, consumer behavior, sales positioning, pricing structures, competitive analysis, and social media. Students will learn vineyard and winemaking techniques utilized to achieve certain styles of wine. Students will learn how critics and wine competitions affect both winemaking and marketing. The course includes Field Studies to wineries and vineyards.

Mathematics

MAT 101: College Math: An Applied Approach - This course is a foundation-level course in the Math and Sciences category. Students will develop their understanding of the methods and skills of basic algebra in applied, everyday life. It will also help students who need to improve their background in mathematics for other courses in the sciences (Behavioral Sciences like psychology and economics, or Physical and

Natural Sciences like environmental and wine studies. As an introductory college mathematics course, students will build a strong background in algebra, elementary functions including polynomial, exponential, logarithmic functions, and trigonometry.

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.

Mediterranean Studies

MED 101 Introduction to Mediterranean Studies - This course is a 1 credit hour, satisfactory/unsatisfactory graded, course required for undergraduate students in their first academic year at The American College of the Mediterranean. The course is structured by three intertwined student-centered questions: a) What can Mediterranean Studies mean for me as a student at the American College of the Mediterranean? b) Where are resources available to me to support my learning experience as a student studying in the Mediterranean region? c) How will I incorporate my understanding of the Mediterranean in the weeks, months, and years ahead? For the first question (what), through short readings, faculty presentations, and seminar discussions, students will be exposed to a series of unifying themes of Mediterranean studies: antiquity, diasporas, geography, environmental studies, trade, conflict, belief systems, music and art, media, etc. For the second question (where) students will locate and investigate a sample of in-house and regional support resources to accelerate learning in the Mediterranean. In the last section of the course, students will share and present their informed and researched response to the third question (how).

MED/IRL 323 Migrations, Borders, Hospitality - This class focuses on analyzing, deconstructing and contextualizing three concepts: Migrations, Borders and Hospitality. Each concept encapsulates complex historical, cultural, legal, political and philosophical dimensions that will be studied and discussed, looking at their interaction and how States, agencies, and a number of other actors, generate so-called "Refugee Politics". How do socially constructed values, perceptions and "national interests" clash and/or shape one another? Do "rational" or "irrational" decision-making processes prevail and why? Four contemporary case studies drawn from the Mediterranean, North America and Australia will provide valuable material for thought and analysis. The course concludes with a look at the future of international refugee politics, in particular the legal and policy challenges of climate refugee politics. Students will be given the opportunity to meet with professionals, associations and asylum seekers in the nearby city of Marseille to learn about the realities of Mediterranean migration experiences.

MED/SOC 352 Mediterranean Identities and Cultures through the Lens of Museums - The Mediterranean basin is a mosaic of cultures, reflected in the diversity of languages, religions, customs, arts and traditions that make each of its countries unique. And yet, its people have blended their cultures in many ways through the contacts they have had over time to the present day. So how to think about identity? What are its implications in today's societies? And what role do museums play in the matter? Based on the study of objects and pictures showcased in the Museum of European and Mediterranean Civilizations, this course explores the heritage left by cities - such as Athens, Venise, Genoa, Istanbul or Marseille - to gain insight into the many facets of today's Mediterranean identities.

MED 400: Capstone Study (proposed)

This course is beginning curricular approval and expected to be offered in Spring 2026

This culminating experience in the Mediterranean Studies major invites students to synthesize knowledge acquired across disciplines in a substantial independent research project, creative portfolio, or community-engaged initiative. Under faculty mentorship, students will explore a theme of personal and academic relevance related to the Mediterranean region, employing interdisciplinary methods and drawing on historical, cultural, political, and artistic perspectives. The course includes workshops, peer review, and a final presentation open to the ACM community.

Capstone projects may be grounded in study abroad experiences, fieldwork, or archival research.

Political Science

IRL/POL 303: International Relations - The study of international relations in today's world encompasses much more than relations between governments and nation-states. This course will look at all modern actors in international affairs. Central to our approach is taking advantage of living abroad for a semester. This includes exploring the viewpoints of new friends, closely following local and international news, attending local conferences, and exploring Franco-American relations. Students will read assigned texts, write short papers, and give presentations.

POL 307: The European Union: Integration, Enlargement, Unity - The construction of the European Union represents one of the most important efforts toward peaceful international cooperation in world history. This course offers a comprehensive study of the origins, evolution, and impact of the European Union's institutions and policies. Students will acquire a detailed understanding of the EU's various institutions and how they interact to promote common policies across the bloc's 27 member states. They will also explore some of its more pressing challenges such as populism, migration, and global insecurity. Student-led case studies of specific member states, legislation, and controversies will play a prominent role in the course.

IRL/POL 308: 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 firs-hand experience of one of the many identities that encompass the Mediterranean coastal region. 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 has also been plagued by violence and instability for decades. This course will examine the security issues currently emerging in the region, conscious that they are just the most recent act in a long and continuous pageant of human activity stretching back to the dawn of recorded history. Students will read texts on the geopolitical issues facing the countries of the Mediterranean basin today and analyze contemporary policies to have a better understanding of the future of this fascinating region.

POL/ENS 309: Global Environmental Politics - The current environmental crisis is considered by the majority of the world's scientific community as one of the major threats to the future of humanity. With a growing body of evidence pointing out our economic activities as the primary driver of this crisis, many voices rose calling for corrective actions, most remarkably since the late 1960's. Since then, a countless number of initiatives has been undertaken to remedy the ills we have caused and to prevent further impairment. Meanwhile, an influential group of actors minimizing the impact of our actions or merely denying the existence of such an impact on the environment has risen. Politically influential and financially powerful, this minority became a major actor in the making of global environmental politics and its effect today is far-reaching both nationally and internationally.

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.

IRL/POL 318: The Israeli-Palestinian Conflict - *Global Diversity Course* - This course addresses the causes of the Israeli-Palestinian conflict and its transformation from the 19th century to the present. It provides an in-depth understanding of the conflict by exploring its history, the narratives and evolving positioning of the parties involved. We will follow a timeline beginning with the conflict's inception, studying the events that led to the 1948 War. Further, we will examine the various armed confrontations that pitted Israeli against its neighboring countries as well as the various attempts at peace. We will do so by addressing international, historical, and political developments. A particular focus of the course will be the Israeli and Palestinian societies, their history, and their culture. This class is a reading- and discussion-intensive course. Students are expected to participate actively and to prepare presentations on selected readings. An interdisciplinary approach will be favored throughout the course.

POL/PHI 319: Contemporary Political Philosophy - This course offers students an in-depth survey of some of the major figures, themes, and movements within recent political philosophy and political theory, giving equal emphasis to both the analytical and continental traditions. Topics covered include liberalism, libertarianism, communitarianism, feminism, postmodernism, poststructuralism, biopolitics and biopower. Students will develop an understanding of how different conceptions of power, ideology, and sexuality intersect with and modify normative concerns around autonomy, justice, and democratic rights.

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 contributed shaping the political institutions that were recently toppled.

This interdisciplinary course examines the colonial and postcolonial history of the Middle East and North Africa (MENA) in the context of the region's close connections to Europe and sub-Saharan Africa, at the intersection of economic, political, and cultural phenomena. This course will cover Syria, Lebanon, Morocco, Algeria, and Tunisia in the framework of their relationship to the history of French colonialism. While the period of sustained European imperial control over North Africa began as early as 1830 in Algeria and as late as 1911-12 in Libya and Morocco, decolonization was almost complete in the region by the early 1960s.

POL 322: Contemporary French Politics - This course will investigate contemporary French politics by exploring some of its fundamental themes and tensions. After starting with an overview of the defining principles of the current French republic, as well as a brief look at its history, we'll examine some of the biggest issues shaping political debate and discourse in France today: immigration, secularism, and the place of minorities in an increasingly diverse nation; economic inequality and the French welfare model in an era of hyper-competitive globalization; the urban-rural divide; cultural production and French "soft power"; finally, France's role in the European Union and abroad. Throughout the course, we'll pay close attention to the way the media fuels and frames debates over these issues. We'll also regularly compare France with other countries, particularly the United States.

IRL/POL 360: The International Law and Politics of Armed Conflict - *Global Diversity Course* - The UN Charter vows to "save succeeding generations from the scourge of war." Yet armed conflict has remained a constant feature of human history, as have efforts to somehow mitigate its horrors. The purpose of this course is to explore how international law, international organizations, states, and NGOs interact in response to armed conflict, and how such responses can contribute to, or undermine, efforts to end violence. Topics will include the origins and basic principles of the law of war, the changing nature of warfare in the 21st century, the challenges facing humanitarian aid and the prospects of peacebuilding and transitional justice.

FRE/POL 376: Contemporary French Identities - *Global Diversity Course* - 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 identities. Six particular themes will be explored, in relation to the crisis of the French national narrative and the issues associated with national identity in a country undergoing significant changes: The legacy of the Revolution and the republican myth; Immigration and ethnic diversity; Societal issues; How the French revisit their own history in a critical perspective; The impact of terrorism; and The French contemporary political landscape

FRE/POL 417: Dissent in the Mediterranean from Albert Camus to Leila Slimani - *Global Diversity Course* - This course explores cultural productions from the French-speaking world of the Mediterranean in the 20th and 21st centuries and will center on the understanding of the use of -and resort to- the French language in the writings of dissident Mediterranean artists from 1945 on. The diverse topics discussed will include political and social dissent, national and cultural identity, the politics of language, trans Mediterranean dynamics, race and class, gender and sexuality, orality and textuality, transnationalism and migration, colonialism, and decolonization.

Philosophy

ART/ARH/PHI 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. Painting I, II, or III and Drawing I, II or III are co-requisites.

ART/ARH/PHI 310: Art Criticism and Aesthetics Seminar II - Artworks and texts from varying periods and cultures throughout history are compared to explore diverse issues such as the imagination, symbol in art, Zen principles in eastern art, motif, and tradition. Field studies included. Painting I, II, or III and Drawing I, II, or III are co-requisites.

ART/ARH/PHI 311: Art Criticism and Aesthetics Seminar - Intensive critical and comparative analysis of works from different periods and cultures, with an emphasis on the relationship between content and form. Includes three full-day seminar/site visits. Painting and Drawing I, II, or III is a co-requisite.

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.

PSY 333: Abnormal Psychology - This course examines the historical conception of abnormal psychology and what is culturally considered abnormal behavior. A connection is drawn from the historical foundations of abnormal psychology to present-day assessment, diagnosis, theory, research, causes and treatment. By using a bio-psycho-social framework, students will explore the development and utilization of appropriate preventative and intervention measures. This course may include potential visits to local clinics and interviews with mental health care professionals in Aix.

Religious Studies

REL/PHI 301: The Problem of God - Course offers a critical assessment of the contemporary relevance and plausibility of belief in God, against the background of an historical review of attempts to propose its philosophical basis and justification. Students will be invited to critically reflect on such perennial questions as: What is evil? Does God exist? What is a good life? Why do we have religion? What is the relationship between religion and science? Particular attention will be paid to situating the human spiritual experience within the philosophical discourse of modernity, assessing religious faith within the context of major political, social, and intellectual upheavals of our time.

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.

Spanish

SPA 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 foundation in these five skills: intercultural communication, reading, writing, listening, and speaking.

SPA 102: Beginning Spanish II - Spanish Language and Cultures - This course is designed for students with 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 foundation in these five skills: intercultural communication, reading, writing, listening, and speaking.

SPA 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* - Following the terrorist attacks of 9/11, exaggerated fears and stereotypes towards Islam and Muslims rose in regularity and notoriety. In the United States and in Europe, this "othering" has materialized as ethnic profiling, community surveillance, and most recently, in the rhetoric of the far right. This course is an overview of the long and complex relationship between the Muslim world and the West. It will deconstruct the myth of the two as separate and irreconcilable entities and will emphasize their historic commonality. The course will cover the ongoing debates about Muslims in Europe, such as concepts of religion and secularism, tradition and modernity, immigrants versus citizens, legal issues, human rights, feminism, the headscarf (hijab), identity

construction, radicalization, and more. Students will have the opportunity to meet with French Muslims and to participate in field studies to humanitarian associations, prayer spaces, mosques, and immigrant quarters in Marseille.

SOC/MUS 307: Opera, Women and Politics: How Music and Theatre Portray Femininity and Class - *Global Diversity Course* - While predominantly considered an elitist art form today, opera has often been transgressive in its confrontation of divisive polemical issues. Its treatment of religion, race and above all gender is often versatile and complex. This course will explore and study how opera challenges moral and political expectations towards women using both musicological and sociological perspectives.

Wine Studies

WGS 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.

WGS/FRE 206: An Introduction to French Wine (Une Introduction aux Vins Français) – in French – 1 credit – This course is intended for students who have completed the equivalent of three to four semesters of college-level French. This course is designed to give an overview and understanding of French wine regions. Coursework includes wine tastings, winemaking, understanding labels and appellations, choosing and serving wine.

WGS/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. The course includes field studies to wineries and vineyards.

WGS/ENS 305: Chemistry and Biochemistry of Wine - 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.

WGS/ENS 305L: Chemistry and Biochemistry of Wine Production LAB - 1 credit- *Lab course for WGS/ENS 305* - 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.

WGS/BUS 306: The Global Wine Industry: International Trade, Regions, and Sensory Analysis
This intensive three-week, three-credit course is designed for students who wish to learn about the global wine industry and for those who are considering a career in wine. The course covers the fundamentals of viticulture and enology, famous French regions including wine styles, grapes, climate, and culture. The course incorporates the business of wine including marketing, branding, and consumer behavior as well as an introduction to professional tasting techniques. Typically includes visits to wine producers in the region.

WGS/HSP 307: Food and Wine Pairing - 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. The course includes field studies to restaurants, wineries, and meeting guest chefs.

WGS/BUS 310: International Wine Business - 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.

WGS/ENS 340: The History and Culture of Wine in the Mediterranean
Viticulture and wine production have been embedded in the Mediterranean region for thousands of years and these activities have become synonymous with many local cultures. Students will study the evolution of wine from its pre-historic origins near the fertile crescent through to the modern era in the Mediterranean basin. We will learn how production methods and consumption habits developed over time and space, how a culture of wine and local identities co-evolved and how many Mediterranean countries, through regional and

external forces, came to be the world's standard bearer for the global wine industry. This class enjoys field visits and tastings of regional wines.

WGS/ENS 380: Applied Sustainable Viticulture
Our classroom will be ACM-IAU's vineyard, 250 grapevines of Grenache, Syrah and Cinsaut. Every week we will learn and apply organic and biodynamic viticulture techniques to help our grapevines to develop physiologically while benefiting surrounding biodiversity. Engaging in the following vineyard activities: cover crop management, pruning, canopy management, frost protection, soil preparation, weed management, machinery operation, etc., we will underpin our practical activities with theoretical/philosophical readings and lectures to gain a well-rounded knowledge of what it takes to grow wine grapes and their impact on the environment. Students who enroll in this class should bring appropriate clothing for vineyard tasks. Course includes selected tastings.

WGS/ENS 385: Applied Sustainable Wine Production and Sensory Analysis
This course is designed to give practical experience in the production of wine. From the moment the grapes are harvested, pre-fermentation, fermentation, and post-fermentation procedures, until the wine is put into barrels for extended aging. The course is also designed to give students the necessary sensory analytical skills to be able to detect the proper evolution from grape must to wine.

WGS/HIS 270: Food Culture in Provence, France, and the Mediterranean - *Global Diversity Course -*
As individuals, the way we eat says a lot about us, reflecting our means, ethics, beliefs, our attitude to the world. Collectively it gives key information about people, conveying histories, traditions, core values and ways of living. Combining history, geography, ethnology, sociology and art, this course will take us through Provence, France, and the Mediterranean basin to explore what culinary culture - beyond pleasing our taste buds - reveals. It includes field studies, tastings, and excursions.

January Term Courses

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

Diplomacy and Human Rights in the Mediterranean

- **Human Development 355:** Diplomacy and Human Rights in the Mediterranean
- **Human Rights 355:** Diplomacy and Human Rights in the Mediterranean
- **International Relations 355:** Diplomacy and Human Rights in the Mediterranean
- **Political Science 355:** Diplomacy and Human Rights in the Mediterranean

Fundamental human rights are violated daily all over the world. Some governments or groups seek to deprive people of basic liberties, dignity, or even the right to exist. Others simply will not, or cannot, give their citizens access to the most basic needs such as education, shelter, or safety. Diplomacy offers a variety of tools that can be used to help, encourage, or convince states and non-state actors to respect, protect, and fulfill the rights promised in the Universal Declaration of Human Rights and other international agreements. This course is designed for students interested in learning about how diplomacy shapes, supports, and at times undermines human rights in the Mediterranean region. Traveling through France, the Netherlands, Morocco and Spain, students will attend briefings by diplomats, activists, journalists, and scholars to learn first-hand about the challenges of rights promotion. Visits to cultural sites, embassies, courts, think tanks, and NGOs will place human rights law and policies in their historic and geographic context and help students explore the economic, political, and moral dilemmas raised by international human rights promotion.

Europe and the Islamic World

- **Art History 395:** Classical Islam and the European Renaissance
- **Cross-Cultural Studies 395:** Jews, Muslims and Christians in Europe and the Islamic World
- **French 395:** Cultural History of France and the Islamic World
- **History 395:** Cultural History of Europe and the Islamic World
- **Political Science 395:** European Politics and the Islamic World
- **Religious Studies 395:** Jews, Muslims and Christians in Europe and the Islamic World
- **Spanish 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 from ACM 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.

Great Cities

- **European Studies 303:** Europe and the Urban Space
- **Anthropology 301:** The Artist and the City
- **Literature 375:** The European City in Literature
- **Communications 375:** The European City in the Visual Arts
- **Geography 201:** Europe and its Cities

Great Cities 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 demographic foundations that inform the fictional representations of European cities and their impact on perceptions of those cities today. Students can learn from and exchange their observations with experts from ACM as well as distinguished on-site scholars and local guides to frame their own perception of the cities and these cities' representation through the arts.

Mediterranean Basin

- **Art History 385:** Ancient and Medieval Classical Art and Architecture
- **History 385:** Ancient and Medieval Mediterranean Cultural History
- **Archaeology 385:** Greek and Roman Archaeology
- **Cross-Cultural Studies 385:** Cultural Identities in Mediterranean Europe
- **Religious Studies 385:** From Polytheism to Monotheism, The Early Christian Period in Italy, Greece, and Turkey

ACM's Mediterranean Basin January Term Traveling Seminar is designed for students interested in an academic and cultural experience in Greece, Italy, and France. 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.

Wine, Gastronomy, and Sustainability of the Mediterranean

- **Business/Wine Studies 306:** The Global Wine Industry
- **Geography/Marketing/Wine Studies 303:** Regional Wine Trade and Economics
- **Hospitality Management/Wine Studies 307:** Wine and Food Pairing
- **Marketing/Wine Studies 302:** Wine Marketing and Analysis
- **Environmental Studies 375:** Environmental Security and Sustainability in the Mediterranean Basin
- **International Relations 375:** Environmental Security and Sustainability in the Mediterranean Basin
- **Geography 375:** Environmental Security and Sustainability in the Mediterranean Basin

The Wine, Gastronomy, and Sustainability of the Mediterranean January 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 they impact the environment and will begin to recognize how our consumption choices may be a potential solution or hazard to the global environmental crisis. In this multi-country traveling seminar, students will have the opportunity to taste Spanish, French, and Italian wines, speak directly with winemakers and industry experts, and visit cultural sites in Spain, France, and Italy.

Graduate Programs

ACM offers the following graduate degree programs:

- Master of Business Administration (MBA)
- Master of Arts in Art History (MAAH)
- Master of Arts in French Studies (MAFS)
- Master of Arts in International Education Administration (MAIE)
- Master of Arts in International Relations (MAIR)
- Master of Arts in Media Studies (MAMS)
- Master of Fine Arts (MFA)

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 ARA, FRE, SPA, prefix 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.

Master of Business Administration (MBA)

MBA is a credit-hour, one-year master's degree leveraging ACM's strategic location in Southern Europe. The program builds on the historic academic tradition of ACM's study abroad institute – Institute for American Universities (IAU), founded in 1957 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. Our MBA students spend their fall semester at the Barcelona center and their spring semester takes place at the Aix-en-Provence, France campus.

Learning Outcomes

By the end of their graduate degree at the American College of the Mediterranean, MBA students will be able to:

- Demonstrate a deep understanding of the economic, social, political, and legal contexts of the global business environment.
- Design and apply innovative thinking to solve business challenges.
- Address complex business problems using both quantitative and qualitative tools.
- Demonstrate leadership and management skills in working with stakeholders in an international setting.
- Uphold ethical principles when confronting complex business dilemmas.
- Demonstrate the ability to communicate effectively across cultures and utilize media tools to negotiate in a global business environment.

Degree Requirements

The MBA's 39 credits are composed of the following:

- Core courses (29 credits)
  - Ten courses
  - Language and Culture in Spain and in France
  - Intercultural Understanding in Spain
- Faculty Coaching Seminar (1 credit)
- January Term Traveling Seminar (3 credits)
- Summer consultancy project (6 credits)

Core courses

- Financial Management and Accounting Principles
- Strategic Management
- Operations Management
- Global Leadership and Ethics
- Intercultural Understanding
- Sustainable Entrepreneurship
- Global Economics
- Intercultural Management
- International Wine Business
- Strategic Communication and the Power of Stories

Language and Culture Courses: Students will select according to their language placement and in consultation with their advisor. See courses listed in Arabic (ARA), French (FRE), or Spanish (SPA) throughout the catalog.

Courses

Early Start (1 Credit)

Students will take the following 500-level, one-credit core course: Intercultural Understanding in Spain

Semester 1 (14 Credits)

All students will enroll in four 500-level core courses and choose a language to study during the semester to fulfill the language proficiency requirement.

Core Courses

- Financial Management and Accounting Principles (3 Credits)
- Operations Management (2 Credits)
- Strategic Management (2 Credits)
- Global Leadership and Ethics (2 credits)
- Faculty Coaching Seminar (1 Credit)

Language and Culture (4 Credits)

January Term (3 Credits)
To satisfy their degree program requirements, all students must enroll in a January Term Traveling Seminar between the Fall and Spring semesters, selected from the course list below.

Semester 2 (15 Credits)
All candidates will take five 500-level core courses:

Core Courses
- Inter-Cultural Management (2 credits)
- Sustainable Entrepreneurship (2 credits)
- International Wine Business (2 credits)
- Global Economics (3 credits)
- Strategic Communication and the Power of Stories (3 credits)
- Language and Culture in France (3 credits)

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 their track of study depending on the consultancy project's area of focus.

Beginning in May of the spring semester, ACM will help students secure their consultancy from ACM's business network that includes 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 consultancy. Once the consultancy begins, students will continue to work closely with their advisor, submitting regular reports throughout the consultancy. The student will remain in the consultancy 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 = 39 Credits

Core Courses:

BUS 310: International Wine Business - This course provides students with 1. an understanding of the globalization process and some key aspects of the global wine trade and 2. An introductory overview and understanding of wine regarding culture and landscape as key assets of the product branding. Furthermore, the course discusses some key new ideas regarding the future of wine production, considering new economic criteria in terms of innovation, creativity, and sustainability. Subjects include: 1. business planning, supply chain management, futures, wine as an economic production and a catalyst for territorial investments, and how the media affects the branding of the product, political, social, and technological issues affecting the wine trade, buyer/seller cycle of wine industry globally understood. 2. the history and culture of wine, wine vocabulary, label reading, selecting, tasting, and serving different styles of wine, food & wine pairing basics and wine branding experiences specifically related with the character of the landscape understood as a new economic asset.

BUS 336: Sustainable Entrepreneurship - Based on the UN's Sustainable Development Goals (SDG), this case study-based course enables students to analyze how business can be a force for good and tackle some of the world's biggest problems. Sustainable entrepreneurship (SE) differs from traditional entrepreneurship by emphasizing climate innovation, sustainable living and environmental improvement. The course involves searching for opportunities for new products or services, new technologies, and new production processes that alleviate social or environmental issues and make more efficient use of energy and natural resources. Students will go through the entire process of starting up a sustainable enterprise or non-profit project, from developing and testing a social business model to pitching to impact investors and developing all aspects of the organization.

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/EDU 512: Global Leadership and Ethics - The central focus of "Examined Leadership" is on developing transformational leaders. At their core, transformational leaders are self-aware and can understand systemic problems, set new directions, lead change, and learn quickly from mistakes. They also create the conditions for a culture that supports the growth of others. The enactment of these competencies calls on leaders to exercise complex psychological capacities. In developmental language, the context and role of a leader calls for us to be "self-authoring." In conscientization language, leadership calls us to have the courage to engage in a "quest for truth" – a quest toward a more truthful view of ourselves and the world. The main goal of "Examined Leadership" is to support you in your continued development towards deepening self-awareness, furthering the ownership of the self, and activating personal and collective courage. This course is designed with the guiding principle that as aspiring "transformational leaders," students must include themselves in the "change equation."

BUS/IRL 535 Strategic Communication and the Power of Stories - In today's digital world, paid advertising is no longer sufficient. Consumers and stakeholders need a cohesive narrative in order to buy into a product, a cause or an organization's mission. This course will introduce a framework for creating an international communication strategy coupled with meaningful storytelling. After learning the steps in the development of a communication strategy, students will apply this knowledge to their own personal project. The course will also examine inbound and outbound marketing in the corporate, government and NGO spheres. Finally, we will learn about different channels for content generation and media-based interactions, such as: social media, blogs, podcasts, advertisements, newsletters, email marketing, video posts, interviews, press conferences, reels, interviews, and public relations.

BUS/EDU 561: Faculty Coaching Seminar

The overarching goal of Executive Coaching is to help students further develop their leadership skills, especially those needed to meet the adaptive dimensions of change leadership. The coach does this by providing support and challenge throughout the semester via confidential communications. The focus of the semester is to help students design and meet a "personal learning agenda" guided by individual assessments (The MBTI, TKI, and peer feedback), experiences in the program, faculty feedback, and personal preference. Based on the outcomes from the coaching sessions, the focus then becomes to help students design and debrief "personal learning experiments" in the context of other MBA program elements (team learning, class projects e.g.)

Individual Leadership Coaching Competencies

ILC-1. To design and meet a personal learning agenda to develop the leadership skills necessary to lead adaptive challenges and navigate change.

ILC-2. To uncover one's assumptions that impede change and develop tests to challenge those assumptions as one moves toward and beyond self-authorship.

ILC-3. To process one's experience in growing specific leadership competencies and understanding their application.

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 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.

COM 512: Intercultural Understanding - This course provides a brief overview of core principles, concepts, and theories of intercultural understanding and their application in the workplace. It highlights both the similarities and differences among the main theoretical approaches in the field - namely realist, constructivist, and critical-dialectical - on central topics such as identity and work, cultural differences, prejudice, stereotyping, power, communication skills, and competences. The capstone project for this course involves analyzing a personal experience of intercultural misunderstanding. Part 1 takes place in Barcelona, before

classes start and Part 2 takes place in Aix-en-Provence after J-Term

ECO/ENS 501: Global 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.

FIN 510: Financial Management and Accounting Principles - 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 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.

Language and Culture Courses: Students will select according to their language placement and in consultation with their advisor. See courses listed in Arabic (ARA), French (FRE), or Spanish (SPA) throughout the catalog.

January Term

To satisfy their degree program requirements, all MBA students must enroll in the SGA January Term program.

Master of Arts in Art History (MAAH)

MAAH focuses on the visual cultures of the Mediterranean from antiquity to the present. It emphasizes first-hand research in various museums, architectural monuments, and archaeological sites in Europe and North Africa. The MAAH program cultivates interdisciplinary and cross-cultural approaches for researching the material cultures and artistic exchanges in the Mediterranean throughout the ages.

The one-year MAAH program based in France, Spain, and North Africa provides the students with the opportunity to conduct their research and do their internships in various museums in Europe and North Africa. The ACM MAAH degree can be completed in 12 months of full-time study. It consists of thirty-six art history credits, six credits of foreign language, and the writing of a master's thesis or capstone project. The degree is designed to serve as preparation for Ph.D. level study in art history, and graduates will be prepared to work in museums, art galleries, or as teachers and independent guides.

Students must spend their Fall and Spring semesters at ACM in Aix-en-Provence, France. Students are required to participate in a January Term travelling seminar and have an opportunity to do their internship in Barcelona.

Learning Outcomes

MAAH Program Objectives

The Master of Arts in Art History (MAAH) at ACM provides students with a rigorous foundation in art historical knowledge and research methods, with a distinctive focus on the visual cultures of the Mediterranean from antiquity to the present. Through coursework, field studies, language training, internships, and independent research, students gain the intellectual and practical tools necessary for advanced study or professional work in the global arts sector.

- Demonstrate advanced knowledge of key periods, styles, and movements in Mediterranean art history, with attention to cross-cultural and interdisciplinary perspectives.
- Conduct independent research and field studies focused on artworks, monuments, and historical sites across Europe and North Africa.
- Engage with contemporary artists across the Mediterranean (Europe and North Africa), discussing their artistic processes, practices, and the impact of cultural heritage on their work.
- Apply art historical methods and critical theories to the analysis and interpretation of visual and material culture.
- Develop specialized expertise and practical skills through coursework, internships, and track-specific training—preparing for careers in museums, galleries, education, or cultural heritage sectors, or for advanced academic study.

MAAH Learning Assessment

In the first weeks of the program, assessment of student preparedness and research direction is embedded into two core courses: ART 500: Methodology and Research in Art History and ART 515: The Master's Forum: Gateway to the Arts of the World – Theory.

Faculty engage students in early diagnostic and formative assessment through the following activities:

- Structured discussions on prior academic and professional experience
- Individual presentations on research interests and background
- Short, targeted research assignments to evaluate critical thinking and methodological readiness
- Guided development of individualized research plans tailored to each student's trajectory

This early assessment process supports students in identifying their methodological approach and areas of focus for either the thesis or capstone project, while allowing faculty to offer timely guidance and academic support.

Student progress is monitored throughout the program via advising, coursework, and milestone submissions tied to their final project. Growth is demonstrated through the refinement of research questions, methodological development, and the production of written and/or project-based outputs.

To support this development, students participate in two structured writing workshops each semester, where they submit portions of their research for feedback. These workshops include peer review sessions, during which students read and comment on one another's work, encouraging critical dialogue and the development of scholarly writing skills.

Students may pursue one of two culminating pathways:

- Master's Thesis: An original research project developed with faculty advisors and defended in front of a four-member committee.
- Capstone Project: A professionally-oriented, research-informed project—such as a curatorial proposal, exhibition catalog, digital platform, or portfolio—presented to a review committee.

All students must complete and successfully defend their thesis or capstone project in order to graduate and receive their diploma.

Degree Requirements (see table below)

The MAAH is a 42-credit (plus one credit for the early start program), one-year program consisting of three tracks:

- Art History
- Museum Studies
- Fine Arts/Painting

Early Start Program (1 credit)

Semester I (18 Credits)

All students take six courses in their first semester depending on their chosen track.

All students will take:

- ARH 500: Methodology and Research in Art History (3 credits)
- ART/ARH 515: The Master's Forum - Gateway to the Arts of the World: Theory and Practice (3 credits)
- French Language Course (3 credits)

Students in the Art History track will also take:

- Three art history courses (9 credits)

Students in the Museum Studies tracks will also take:

- MSM/ARH 537 A History of Museums: From Prehistoric Caves to the Louvre Abu Dhabi (3 credits)
- MSM/ARH 504 Curatorship: Theory and Practice (3 credits)
- One art history course (3 credits)

Students in the Fine Arts track will also take:

- ART/ARH/PHI 509: Art Criticism and Aesthetics Seminar I (3 credits)
- ART 505: Drawing and Painting Studio I (3 credits)
- One art history course (3 credits)

January Term (3 Credits)

To satisfy their degree requirements, MAAH students must enroll in one January Term program, a multi-country traveling seminar which explores the art and cultures of the countries visited. MAAH students can choose from the options found in the course list section.

Semester II (18 Credits)

All students will take:

- ARH 600: Thesis and Capstone Seminar (3 credits)
- French Language Course (3 credits)

Students in the Art History track will additionally take:

- Four Art History Courses (12 credits)

Students in the Museum Studies track will additionally take:

- MSM/ARH 591: Museums Today: Mission and Challenges (Museology Seminar) (3 credits)
- Art History Course (3 credits)
- Museum Studies Course (3 credits)
- Internship (3 credits)

Students in the Fine Arts/Painting track will additionally take:

- ART/ARH/PHI 510: Art Criticism and Aesthetics Seminar II (3 credits)
- ART 506: Drawing and Painting Studio II (3 credits)
- Two Art History Courses (6 credits)

Summer (3 Credits)

All students will participate in an internship (3 credits) while completing their master's thesis or capstone project.

- ART 741: Art Internship: 120 hours (3 credits)

Total = 43 Credits

	ART HISTORY	MUSEUM STUDIES	FINE ART
FALL 18 credits	• ARH 500 (3) • ART/ARH 515 (3) • French (3) • 3 Art History course (9)	• ARH 500 (3) • ART/ARH 515 (3) • French (3) • MSM/ARH 537 (3) • 2 Art History course (6)	• ARH 500 (3) • ART/ARH 515 (3) • French (3) • ART/ARH/PHI 509 (3) • 1 Art History course (3) • ART 630 Painting I (3)
J-TERM 3 credits	• J-Term (3)	• J-Term (3)	• J-Term (3)
SPRING 18 credits	• ARH 600 (3) • French (3) • 4 Art History courses (12)	• ARH 600 (3) • French (3) • MSM/ARH 504 (3) • MSM/ARH 591 (3) • 1 Art History course (3) • Internship (3)	• ARH 600 (3) • French (3) • ART/ARH/PHI 510 (3) • 2 Art History courses (6) • ART 632 Painting II (3)
SUMMER 3 credits	• Internship (3)	• Internship (3)	• Internship (3)

Master's Thesis or Capstone Project

Each student will have two advisors assigned in their second semester. All students will need to defend their thesis or capstone project in front of a committee that consists of 2 advisors and 2 examiners. The defense is open to the public. Students will attend graduation ceremony but will only receive their diploma upon the submission and successful completion of their Master's Thesis or Capstone Project.

- **The Master's Thesis** is a major piece of original research that must demonstrate critical analysis, thorough research, and a contribution to the field of study**.** The thesis is typically between 20,000–30,000 words or over 50 pages, double-spaced for the body of the work (not including footnotes and front/end matter).
- **Capstone Projects** must demonstrate the student's ability to apply art historical knowledge in a professional or practice-based context and may take forms such as a curatorial proposal, exhibition catalog, digital platform, or research-informed portfolio.

Language and Culture

All students admitted into the program are required to take six credits of French language or culture courses, three in the fall and three in the spring semesters of the program.

Art History

- All students must take 12 courses (36 credits) in Art History.
- Any student admitted to the MAAH program without a background in Art History must take ART/ARH 401: Art History: Prehistory to Modern Times.

Field Studies and 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 in European and North African cities.

Internships (ART 741, 3 Credits)

At the end of the spring semester, students will be placed in internships of 120 hours in various museums and galleries in the region. Students will receive three credits for their internship providing they complete their hours requirement, submit a final report, and present their experience to the Dean and their advisor.

Courses

ART/ARH 401: Art History: Prehistory to Modern Times - Initiation to the language and techniques of art history, and study of painting, sculpture, and architecture of art from prehistory to the 20th century. Typically includes field studies to sites in the region.

ARH 500: Methodology and Research in Art History - A graduate seminar required by art history students and taught by three members of the art history faculty. It addresses Western and non-Western current debates in art history and discusses the different approaches and theories in the field. The purpose is to provide students with the basic tools of visual analysis and with an overview of the history of the

discipline. Some of the discussions take place in the classroom and others in museums and architectural monuments in the town of Aix-en-Provence.

ART/ARH 503: Modern Art: Rebels and Icons - This course explores the dynamic landscape of modern art, focusing on both celebrated movements and the works of artists who operated outside the mainstream, with particular attention to the contributions of women artists. From Impressionism to the Postmodern, students will study key artistic developments while also uncovering lesser-known artists and movements that challenged and expanded the boundaries of modern art. The course will emphasize the social, cultural, and political contexts that shaped these diverse artistic practices, highlighting the often-overlooked impact of women in the evolution of modern art.

MSM/ART 504 Curatorship: Theory and Practices - In today's art world, curators play a pivotal role among artists, galleries and museums. Seen from the outside, however, their function remains unclear and often misunderstood. Based on concrete historical and contemporary cases, this course aims to provide the students with a deep understanding of what curating actually means through the profession's many branches of research, exhibitions, communication, publication etc. This class will also provide the students with important insights into the role that curation plays between art institutions and the global art market.

ART/ARH/PHI 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/ARH/PHI 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 to explore diverse issues such as the imagination, symbol in art, Zen principles in eastern art, motif, and tradition. Field studies are obligatory.

ART/ARC 512: European and Mediterranean Prehistoric Art and Archaeology - This course deals with the apparition and the development of European and Mediterranean societies from the arrival of the first modern humans; known as Cro-Magnon until the birth of the Celtic aristocracies at the dawn of the Roman conquest. Within the chronological framework of the course, illustrated by major archaeological sites and artifacts, topics discussed include art (cave art, prehistoric "Venuses"), genders, identities, power and birth of leadership, ancient religious beliefs (shamanism, Mother Goddess worshipping, solar cult). Typically includes excursions to sites in Provence.

ARC/ARH 513: Powers and Identities in the Ancient Mediterranean - Overview of the Mediterranean basin from the first civilizations in Egypt and the Middle East up to the Roman expansion over Europe. The course objectives aim to "de-classicize" the Ancient Mediterranean history to tone down the "Mediterranean Antiquity/Greco-Roman" paradigm. As this Greco-Roman world did not appear abruptly, classes will have an equal emphasis on these "non-Classical" civilizations such as the Etruscans, the Hittites, the Phoenicians, and the Celts/Gauls. As a result, the main direction taken for this course focuses on concepts of power and identity, which are demonstrated in politics, gender and social ideals, material culture, and religious practice. Finally, bridges will be created between the concerns of the Ancients and our concerns in modern societies. Typically includes an overnight trip to Paris and/or Provence (e.g., Arles, Marseille).

ART/ARH 515: Masters Forum: Gateway to the Arts of the World-Theory and Practice - A graduate seminar required by first-year students of fine art and art history. The purpose of this course is to bring the students into contact with a range of working methods and artistic viewpoints as a supplement to their painting practice. This course is divided into five parts and will set out to clarify basic questions about what constitutes art and what does not. The students' practice is supported by independent research, close readings, and workshops from a diverse collection of local artists.

ART/ARH 519: The Mediterranean Seminar: The Perception of the Mediterranean through the Ages - This seminar is team-taught by two art-history and two studio-art professors. In this seminar, we use the visual arts to expose students to the different histories, narratives, religions, cultures, traditions, languages, communities, races and ethnicities of the Mediterranean Basin in Europe and Africa. The Mediterranean art seminar provides the students with a

thorough understanding of the region through interdisciplinary discussions, field studies, and debate with artists of different backgrounds and artistic traditions.

ART/ARH 520: Picasso, Matisse, and the Mediterranean - This course is an investigation into the development of late 19th and early 20th-century modern art within the context of the south from post-impressionism through fauvism, cubism, and surrealism.

ART/BUS 527 Arts Administration: Cultural Management and Leadership - Careers in the creative industries are exploding—from entrepreneurial artists, cultural innovators, to leaders of arts organizations—job opportunities in the cultural economy are dynamic and growing. This course will introduce key concepts of arts management to students and help prepare them for a successful career in the arts. Through examinations of significant recent issues and trends within arts businesses, this course will focus on how organizational planning and structure, policy, fundraising, and stakeholder/audience engagement intersect to foster sustainable arts organizations.

ART/MSM 537: History of Museums: From Prehistoric Caves to the Louvre Abu Dhabi - Housing artworks from all over the world and from all eras, museums carry memories of humanity. In the past, however, these artworks were displayed in various locations and settings such as nature, tombs, churches, palaces, and private dwellings. To understand better what is displayed in today's museums, this course rereads the history of art in relation to space/place from prehistoric cave paintings to contemporary art centers. It includes field studies to several museums in the region.

ART/ARH 540: The Mediterranean and Beyond: Cross-Cultural Studies in Medieval Art and Architecture - This course goes beyond the borders of empires, states, and political history to discuss and analyze what makes the Middle Ages an artistic, architectural, and intellectual momentum from the 5th to the 15th centuries CE. It studies the arts and architecture of various cultures and covers vast geographical and chronological scopes. We will deal with West Europe, the Islamic World, Iran, India, China, the Byzantine Empire, and the so-called Vikings (Danes). Field studies are an integral part of the course.

ART/ARH 542: Artistic Encounters in the Mediterranean: Cross-Cultural Perspectives in European Art - This course will study the cross-cultural influences on European art from the 6th to the 20th centuries. We will examine Byzantine Art and Italy (Ravenna, Venice, and Sicily), Islamic art and Europe (Spain, Sicily, and Venice), the Ottomans and Renaissance art, Mughal paintings and Rembrandt, Orientalist paintings, Japanese art and Impressionism, and the influence of African art on Modernism. Field studies will take us to various museums in the cities of Paris and Aix-en-Provence.

ART/ARH 564 Contemporary Art: Visual Representation of the Mediterranean - This course surveys contemporary art practices along the Mediterranean with a focus on cross-cultural exchange between Europe, North Africa, and the Levant. Through an array of post-war artworks, films, and texts, this course will address the role representation plays in forming our knowledge of place. Students will engage in post-colonial theory, critical-race studies, and signifying practices as a way to develop a deeper understanding of the Mediterranean basin and the complex social, historical, and political issues at play in the region. Studio visits, exhibitions, and artist talks will be an important element to this course in order to introduce students to the contemporary art community of Aix-en-Provence, Marseille, and its surroundings.

ART/ARH 581: The XIXth Century and French Impressionism - With an emphasis on looking at and discussing paintings (over memorizing dates and names), this course seeks to understand what happened in France in the 19th Century in the domain of art. What was Impressionism? Why did it happen at this particular moment? And why was it centered around Paris? Students will read texts, look closely at paintings, participate in class discussions, and attend a multi-day trip to the museums of Paris.

ART 582: Cézanne and Van Gogh - Paul Cezanne and Vincent Van Gogh remain two of the most influential painters in the history of European art, and both accomplished significant portions of their work right here in Provence. This course follows the career arcs of both painters, with an emphasis on reading primary texts and looking very carefully at the most significant works each artist produced (as well as some lesser-known gems). Additionally, students attend two day-long field studies, in which they examine reproductions of paintings by each artist, while standing in the exact spot the paintings were done, comparing the work with the real motif, in order to gain insight into each artist's powerful imagination.

MSM/ARH 591 - Museums Today: Mission and Challenges (Museology Seminar) - Nowadays, visiting museums is a common practice for a large part of the population. However, beyond their function of display, what

do we know about the life of museums? This course examines what takes place behind the scenes in these institutions. Among the topics to be discussed in this class are: how the exhibitions are produced from their conception phase to their realization; what potentials and challenges the new technologies represent for museums; what actions are being taken to reach the widest possible audience; what phenomenon is pushing certain large museums to become brands that can be exported abroad in a globalized world; and what political, societal, economic and diplomatic role museums play in our societies. A big part of the seminar will take place in Musée Granet in Aix.

ART 599: Independent Study - Master's students may pursue a one-on-one independent study course (3 credits) based on their specific research interests. This course must be developed in coordination with, and approved by, both the student's advisor and the Dean of the School of Art. The student and independent study professor will jointly determine the topic, structure, themes, and readings. Requirements for this course include weekly meetings and the completion of a final research paper or project.

ARH 600: Thesis and Capstone Seminar (3 credits)
This required graduate seminar supports students in planning and executing a culminating research project for the MAAH degree. With a student-driven approach, the seminar meets weekly for presentations and collaborative discussion. Students may choose to complete either a traditional Master's thesis or a Capstone project, depending on their academic or professional goals. Thesis students will complete a formal research paper, typically structured in chapters, that contributes original insight to a topic in Art History. Capstone students will design a final project that applies their art historical training in a professional or practical context, such as a curatorial proposal, exhibition catalog, digital resource, or research-informed portfolio. Both tracks require sustained inquiry, written analysis, and public presentation or defense at the end of the term. The course emphasizes the development of research methods, analytical thinking, and clear communication, preparing students to complete a substantial independent project by the conclusion of the program.

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 741: Art Internship - 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.

Language and Culture Courses: Students will select according to their language placement and in consultation with their advisor. See courses listed in Arabic (ARA), French (FRE), or Spanish (SPA) throughout the catalog.

January Term
To satisfy their degree program requirements, MAAH students must enroll in a January Term program. Students should consult with their school dean or their academic advisor prior to choosing a January Term program.

Great Cities

- European Studies 503: Europe and the Urban Space
- Anthropology 501: The Artist and the City
- Literature 575: The European City in Literature
- Communications 575: The European City in the Visual Arts
- Geography 501: Europe and its Cities

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 demographic foundations that inform the fictional representations of European cities and their impact on perceptions of those cities today. Students can learn from and exchange their observations with experts from ACM as well as distinguished on-site scholars and local guides to frame their own perception of the cities and these cities' representation through the arts.

Mediterranean Basin

- Art History 585: Ancient and Medieval Classical Art and Architecture
- History 585: Ancient and Medieval Mediterranean Cultural History
- Archaeology 585: Greek and Roman Archaeology
- Cross-Cultural Studies 585: Cultural Identities in Mediterranean Europe
- Religious Studies 585: From Polytheism to Monotheism, The Early Christian Period in Italy, Greece, and Turkey

ACM's Mediterranean Basin January Term Traveling Seminar is designed for students interested in an academic and cultural experience in Greece, Italy, and France. 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.

Master of Arts in French Studies (MAFS)

Offered by the Center for French Studies, MAFS is a one-year, 37-credit master's program that unites mainland French with European Mediterranean Cultures (such as, among others, the Francophone Countries of North Africa), exposing students to the rich diversity of the French language and culture. Students specialize in one of the following tracks:

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

In keeping with ACM's commitment to interdisciplinarity, each of these tracks allow students access to courses in related disciplines such as Art, International Relations, Literature Political Science, History, or Sociology. All students, regardless of their track, are required to take the Master's Seminar, a January Term Traveling Seminar, the Research Methodology for Thesis Preparation course, and participate in an internship.

The MAFS prepares students for various careers in both the public and private sectors in an international environment: careers in business, diplomacy, or translation; it allows a bridge with other specializations such as Global Health in French-speaking African countries or with highly specialized training in French-speaking countries (for example sustainable development and ecology, or other social sciences). Finally, it can also provide students with the necessary skills to teach French in American schools or private institutions in France and French-speaking countries and further prepare them to pursue higher education at the doctoral level.

Learning Outcomes

Upon successful completion of the MAFS, students will:

- Attain near-native fluency in spoken and written French suitable for academic, pedagogical, or professional contexts.
- Conduct original research in French language, literature, and culture, demonstrating critical awareness of historical, political, and social frameworks.
- Analyze the cultural production of the Francophone world—including literature, film, and art—through comparative, interdisciplinary perspectives.
- Produce scholarly and creative work that reflects intercultural competence and intellectual rigor.
- Engage in reflective and ethical dialogue about identity, migration, and social change across the Francophone world.
- Demonstrate the ability to teach, translate, or communicate across cultures using advanced linguistic and cultural knowledge.

Degree Requirements

Courses

During this year-long program (two semesters, January Term, and summer 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 January Term Traveling Seminar, and the Research Methodology course.

Early Start Program (1 credit)

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)
To satisfy their degree requirement, all MAFS students must enroll in one January Term program, which is a multi-country traveling seminars, many of which explore the France and the Francophone World. All students will participate in a January Term Seminar from the MAFS course list section.

Semester 2 (16 Credits)
All candidates will enroll in the Master's Seminar (4 credits), the Research Building and Methodology for Thesis course (3 credits), 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 - Final Research Thesis (4 Credits)
Students in their final semester will choose a subject and advisor for the Final Research Thesis Project to pursue over the summer term. 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 summer term.

Total = 37 Credits

Thesis

During the first two weeks of the second semester, candidates will determine a thesis topic they will 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 to obtain their degree.

Core Courses

FRE 588: Master's Seminar: Critical Thought - The Master 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 credits 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 Master 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 credits with 6 sections each. Each unit is taught by a different professor specializing in that specific domain.

FRE/LIT 511: Cultural Approach of The Other (Literature, Art and Experiences of New Cultural Spaces in Aix-en-Provence and the surrounding area) - This course will focus on the specificity of French cultural contexts especially in the South of France through the exploration of contemporary Literature texts and the works of contemporary artists. How can the work of writers and artists focused on

Outer Space, Inner Space, the Body, the Other, Nature and the World help us to better understand and appreciate our study abroad experiences and more specifically our encounter of the French society in Aix-en-Provence and its surroundings?

The students will read excerpts from important literary texts, which will serve as a guide: Jean Giono, Jacques Roubaud, Guillaume Apollinaire, Gherasim Luca, Jacqueline de Romilly, Henri Michaux, Françoise Sagan, Albert Camus. These texts will be analyzed along with contemporary works of Art (visual artists, architects, choreographers...) such as Christo, Zaha Hadid, Andy Goldsworthy. Each theme will be explored in relationship with the new environment of the students and particularly, the different relationships that we can establish with different spaces.

During the program, each student will complete two "major" creative and analytical assignments and several punctual works in class and at home that will illustrate all themes studied in class; in fact, the students will have to keep a diary, build up a personal dictionary, write partial synthesis, express their sensations. The aim is to explore different types of use of the French language to improve our general linguistic abilities in both oral and written form.

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 linguistic practices (situations of real-life statements).

In addition, this course puts students in direct contact with the practices of French today, 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 and 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/LIN 579: Deep Dive into the French Language - 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 a professor?"

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 and overall logic.

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 (Antoine de Saint-Exupéry, Charles Perrault's and La Fontaine's tales, la Comtesse de Ségur) and more contemporary texts (Joseph Joffo, Daniel Pennac, Sempé and Pierre Gripari) to offer a comprehensive view of this literary category. The students will also rely on their own imagination to comprehend this genre and to conceive a literary text of their own.

FRE/LIT 562: Women and the Mediterranean: From Myth to Modernity - This course is designed to encourage

students to question the notion of gender through the established works of French literature. By studying "great texts' in varying genres, including novels, poetry, and theatre, and using images (paintings, engravings, and photographs), this course will examine the fabrication of gender (and particularly femininity) through the cultural and aesthetic devices presented in these works. It will articulate the socio-historical and geographic context in which they arose, and their reappropriation by the authors studied. How do these representations continue to shed light on the present? Does the geographical location affect the construction of the female gender? Readings combined with in-class discussions will allow students to synthesize the different issues raised by the concept before engaging in their own creative writing.

FRE 570/571: Translation and Publishing: Workshop – This course is designed to provide advanced instruction and supervised practice in translation from French to English and editing work such as rewriting. Students will work directly with a major French publisher. During the course, students will translate promotional materials (used by French publishers to promote books to booksellers) intended to sell the rights of unreleased books abroad and original French texts that have not been translated into English. Several genres will be encountered, including novels, short stories, essays. The course includes both **supervised practice** of translation, rewriting (in French and English) and familiarization with the publishing industry. At the end of this course, the students will have a professional translation portfolio.

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.

FRE/POL 517: Dissent in the Mediterranean, from Albert Camus to Leila Slimani

This course explores cultural productions from the French-speaking world of the Mediterranean in the 20th and 21st centuries and will center on the understanding of the use of -*and resort to*- the French language in the writings of dissident artists from 1945 on. We will consider their engagement with the historical context in which they were produced and the diverse topics discussed will include political and social dissent, migration, trans Mediterranean dynamics, race, class, and gender, orality and textuality, and decolonization. We will define *dissent* in its multilayered dimensions and focus on the following authors: Frantz Fanon, Albert Camus, Hassen Ferhani, Albert Memmi, Louis-Philippe Dalembert, Nina Bouraoui, and Leïla Slimani. Taught in French.

HIS/FRE 544: Provencal 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 from 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 19th and 20th 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 - Paul Cezanne and Vincent Van Gogh remain two of the most influential painters in the history of European art, and both accomplished significant portions of their work right here in Provence. This course follows the career arcs of both painters, with an emphasis on reading primary texts and looking very carefully at the most significant works each artist produced (as well as some lesser-known gems). Additionally, students attend two day-long field studies, in which they examine reproductions of paintings by each artist, while standing in the exact spot the paintings were done, comparing the work with the real motif, to gain insight into each artist's powerful imagination.

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 based on the study of text extracts, maps, and pictures, paintings, cartoons, etc.

HIS/IRL/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.

IRL/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.

IRL/COM 516: Media and Conflict - The course will provide a structured approach to addressing 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 and 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/IRL 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. A Mediterranean people founded Aix-en-Provence – the Romans and 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 and 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 541/543: 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, which 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 Building and Methodology - During the spring or summer terms students participate in this research course to help inform their master's thesis.

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 (3 credits)

To satisfy their January Term program requirement, MAFS students must enroll in one of the options listed below. Prior to selecting a January Term program, students must consult with their school dean and advisor.

Europe and the Islamic World

- Art History 595: Classical Islam and the European Renaissance
- Cross-Cultural Studies 595: Jews, Muslims and Christians in Europe and the Islamic World
- French 595: Cultural History of France and the Islamic World
- History 595: Cultural History of Europe and the Islamic World
- Political Science 595: European Politics and the Islamic World
- Religious Studies 595: Jews, Muslims and Christians in Europe and the Islamic World

As part of the Europe and the Islamic world January Term program, 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 from ACM 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.

Great Cities

- European Studies 503: Europe and the Urban Space
- Anthropology 501: The Artist and the City
- Literature 575: The European City in Literature
- Communications 575: The European City in the Visual Arts
- Geography 501: Europe and its Cities

As part of the Great Cities January Term program, 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 demographic foundations that inform the fictional representations of European cities and their impact on perceptions of those cities today. Students can learn from and exchange their observations with experts from ACM as well as distinguished on-site scholars and local guides to frame their own perception of the cities and these cities' representation through the arts.

Master of Arts in International Education Administration (MAIE)

MAIE is a one-year, 38 credit, practitioner-based graduate degree that is strategically designed to prepare students for leadership positions in the field of study abroad as well as the broader industry of higher education. Given the breadth of the curriculum and professional experience afforded by the program, graduates will also be well-positioned for employment in the areas of diplomacy, government, human resources, diversity, equity, and inclusion, as well as in the corporate sphere. In this Mediterranean-based program, students spend the fall semester at ACM's center in Barcelona, participate in a traveling J-Term seminar, and spend the spring semester on the Aix-en-Provence, France campus.

Students will also complete a professional practicum within ACM's study abroad institute, the Institute for American Universities (IAU), which will take place at one of IAU's program or administrative sites (France, Spain, Morocco, Italy, U.S.). Students explore the cultural and linguistic richness of these regions while taking courses that provide a comprehensive background in the historical and theoretical foundations of international education.

Learning Outcomes

Graduates of the MAIE program will be able to:

- Demonstrate foundational knowledge of international education, including key trends, theoretical frameworks, and global best practices.
- Communicate effectively with diverse stakeholders about the goals, benefits, and outcomes of study abroad and international programs.
- Apply knowledge of higher education structures and systems to address real-world challenges in international program design and administration.
- Evaluate and support student development, wellness, and intercultural learning in international and cross-cultural contexts.
- Articulate an ethical, student-centered vision for leadership in international education, grounded in cultural humility and self-awareness.

Coursework focuses on the development of essential knowledge and skills related to program development, management, budgeting, higher education policy, mental health and wellness, risk and crisis management, accessibility, and diversity, equity, and inclusion.

The MAIE program is comprised of a Language and Culture component, International Education Content Core modules, Experiential Project Design, Observations, Capstone Project, Professional Practicum, and elective courses in Mediterranean Regional studies.

International Education Content Core Modules

The interdisciplinary core modules focus on the essential knowledge and skillsets that are integral to international education management.

Mediterranean Regional Component

In this Mediterranean-based program, students can elect to complete coursework to provide them with historical and/or sociopolitical knowledge of the region. Mediterranean-based courses are selected in collaboration with their academic advisor.

Experiential Project Design

An important part of students' learning during study abroad happens through their experiences outside the classroom. Students may not engage in behaviors that benefit their intercultural learning if left to their own devices and/or be able to process their experiences through an intercultural lens without support. This project allows Master students to get

hands-on experience working with study abroad students as observers and educators.

Observations

During the program, students will conduct observations during which they will shadow ACM-IAU administrators and staff in a variety of professional positions (academics, student affairs, wellness, etc.). Students will engage in 10 hours of observation in Aix-en-Provence and 10 hours in Barcelona. The observations are integrated into the required core modules and discussions will be facilitated by core module faculty.

Field Studies

The field of international education is comprised of a wide array of study abroad program models, each presenting both benefits and challenges to students and institutions. It is important that MAIE students understand each of these different program models. Therefore, all MAIE students will participate in one or more field study trips to visit various programs and meet with program administrators.

Capstone Project

This culminating project encompasses the frameworks presented in the international education content core modules subject areas. Students thoughtfully design an international education program considering the various planning phases that are the make-up of a high-impact program. Students also design assessment tools to measure program effectiveness and impact.

Professional Practicum

MAIE students will apply skills learned while completing their professional practicum at an IAU undergraduate program site.

Depending on availability, students may complete their practicum in the U.S. Office of Admissions and Alumni Affairs in San Diego, California. Students work alongside administrators and faculty in managing international programming while supporting undergraduate students in their intercultural exploration.

During the practicum, students are supported by ACM faculty as they complete a discussion-based virtual course and document the integration of their knowledge and skills in an international professional setting.

Degree Requirements

All students will complete the required elements of the program, which include coursework related to language and culture, Mediterranean studies, international education content as well as hands on experience related to intercultural engagement and a professional practicum. The decree culminates with a capstone project.

Courses

During this year-long program (early start program, two semesters plus January Term and summer practicum), students will take courses according to the schedule in the following section.

Early Start Program (1 credit):

Students will begin their semester by participating in the Early Start Program (1 credit), which is an intensive cultural language and immersion experience designed to aid with student integration into France, create community amongst all graduate students, and provide a linguistic experience.

Semester 1 (14 Credits)

Students will take one Spanish language course (4 credits) as well as international education modules (10 credits), which includes the Experiential Project Design component.

January Term (3 Credits)

MAIE students will participate in one January term seminar that includes travel to ACM program sites.

Semester 2 (14 Credits)

Students take one French language and culture course (3 credits) as well as international education core modules (11 credits).

Summer (6 Credits)

MAIE students will apply skills learned while completing their professional practicum (6 credits) at an IAU undergraduate program site. During the practicum, students work alongside administrators and faculty in managing international programming while supporting undergraduate students in their intercultural exploration. During the practicum, students are supported by ACM faculty and document the integration of their knowledge and skills in an international professional setting.

Total= 38 credits

International Education Core Modules

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.

EDU 501: Foundations of International Education (2 credits) - This module is designed as a foundations course that introduces students to the field of international education. Topics covered include trends in international education, global competence, internationalization, education abroad, experiential education, international enrollment management, international students and scholar services, international schools, diplomacy, as well as other related fields. Through a combination of lectures, expert guest speakers, and in-person interactions with international professionals, students will gain an understanding of the breadth of the field of international education and will be exposed to the diverse opportunities that exist within the field.

EDU 503: Higher Education Administration (2 credits) - This introductory course provides an overview of U.S higher education institutions and their administrative functions. A variety of institution types will be shared in order to provide a foundational knowledgebase of the inner-workings on various campuses. Topics will include the administrative divisions within an institution, various administrative roles, patterns of decision making among middle- and senior-level academic administrators, as well as the challenges involved in shared authority. Special attention will be given to international education and how this is integrated within an institution. Students will design a personalized roadmap for their professional journey within international higher education administration.

EDU 504: Internationalizing U.S. Colleges and Universities (2 credits) – This module will focus on the key concepts, history, and themes in internationalization of institutions of higher education. Students will explore the positive impacts of internationalization and the potential adverse consequences to consider. Students will learn about the various approaches as to how a campus can work towards the goal of sustainable comprehensive internationalization and will compare strategies on how this might be achieved.

EDU 505: Study Abroad Management (2 credits) – This module gives an overview of the major topics related to study abroad. These topics include study abroad program types, administrative roles and structure, financial structures, risk management, diversity and inclusion, risk management, and impacts on intercultural learning.

EDU 506: International Education Policy (2 credits) – This module gives an overview of the fundamental issues and topics in international education, with a focus on the challenges of implementing policies in a global context. Topics include regulatory practices such as immigration, federal financial aid, Clery Act and Title IX legislation, FERPA/HIPAA/ADA, and DACA and the implications these practices have on international programs.

EDU 508: Risk Management in International Education (2 credits) - This module gives students an overview of managing risk in international education programming. Throughout the course, students will learn about the broad risk landscape in education abroad, important safety and security issues that occur abroad, federal compliance requirements, and steps to take to manage crisis situations abroad.

EDU 510: Fostering Diversity and Inclusion (2 credits) – This module explores the barriers to education abroad as it relates to underrepresented students. These groups include students of color, first-generation students, low-income students, students with disabilities, and LGBTQ+ students. Students will dive into the parallel between students underrepresented in education abroad and those who have historically been marginalized in higher education. Students will learn best practices on reducing barriers to education abroad and strategies on creating inclusive environments in international programs.

EDU 512: Global Leadership & Ethics (3 credits) - The central focus of this course is on developing transformational leaders. At their core, transformational leaders are self-aware and can understand systemic problems, set new directions, lead change, and learn quickly from mistakes. They also create the conditions for a culture that supports the growth of others. The enactment of these competencies calls on leaders to exercise complex psychological capacities. In developmental language, the context and role of a leader calls for us to be "self-authoring." In conscientization language, leadership calls us to have the courage to engage in a "quest for truth" – a quest toward a more truthful view of ourselves and the world. The main goal of the course is to support students in their continued development towards deepening self-awareness, furthering the ownership of the self, and activating personal

and collective courage. This course is designed with the guiding principle that as aspiring "transformational leaders," students must include themselves in the "change equation."

EDU 513: Developing Intercultural Competence (3 credits) - In this course students will gain a deeper understanding of the different theoretical models associated with intercultural learning and cultural adaptation. It is interdisciplinary, drawing from the fields of international education, psychology, communication, sociology, and anthropology. Scholarship from the field of study abroad will help students gain a broader understanding of the range of study abroad student experiences beyond the semester long program in Barcelona to which they are being exposed.

EDU 514: Mental Health in International Higher Education (2 credits) - This module will examine the concepts of mental health within an international education context. Students will explore the incidence and prevalence of mental illnesses in the higher education institutions, the social consequences of mental illness, barriers to care, and strategies to support students' mental health in international contexts.

EDU 529: Study Abroad Management and Design (3 credits) - This module provides an overview of the major topics related to the field of study abroad as well as the fundamentals of designing and assessing international programs. Study abroad topics include program types, administrative roles and structure, financial structures, risk management, diversity, and inclusion, and impacts on intercultural learning. Related to program design, students will learn the various planning phases that are the make-up of high impact education abroad programs. Students will also learn about the diverse ways to assess program effectiveness and impact. During this course, students will compose their capstone project presented at the end of the course.

EDU 543: Practicum in International Education (6 credits) - MAIE students complete a supervised professional practicum (5 credits) within IAU undergraduate programs located in France, Spain, Morocco, or Italy. Practicum placements immerse students in the day-to-day operations of international education, where they work alongside faculty and staff to support study abroad, custom programs, and student services.

While in the field, students also concurrently enroll in a 1-credit, discussion-based in-person or virtual course led by ACM faculty. This course supports structured reflection and connects the practicum experience to the MAIE program's learning outcomes. Through this integrated model, students develop practical skills, deepen intercultural understanding, and refine their leadership capacity in a global education context.

Language and Culture Courses: Students will select according to their language placement and in consultation with their advisor. See courses listed in Arabic (ARA), French (FRE), or Spanish (SPA) throughout the catalog.

Mediterranean Regional Courses

Faculty advisors will encourage students to take coursework in Mediterranean-focused courses, which may include:

POL/COM 516: Media and Conflict - The course will provide a structured approach to addressing 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 and 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.

HIS/SOC 504: Muslim Presence in Europe - Following the terrorist attacks of 9/11, exaggerated fears and stereotypes towards Islam and Muslims rose in regularity and notoriety. In the United States and in Europe, this "othering" has materialized as ethnic profiling, community surveillance, and most recently, in the rhetoric of the far right. This course is an overview of the long and complex relationship between the Muslim world and the West. It will deconstruct the myth of the two as separate and irreconcilable entities and will emphasize their historic commonality. The course will cover the ongoing debates about Muslims in Europe, such as concepts of religion and secularism, tradition and modernity, immigrants versus citizens, legal issues, human rights, feminism, the headscarf (hijab), identity construction, radicalization, and more. Students will have the opportunity to meet with French Muslims and to participate in field studies to humanitarian associations, prayer spaces, mosques, and immigrant quarters in Marseille.

POL/IRL 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. A Mediterranean people founded Aix-en-Provence – the Romans and 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.

IRL 505: Contemporary U.S. Diplomacy in an Age of Change - This seminar will explore contemporary U.S. foreign policy and the challenges that face its practitioners. Students will explore the context of US diplomacy today, while honing essential written and oral communication skills. Modern diplomacy is conducted in a world of rapidly evolving global challenges: the spreading dangers of weapons of mass destruction; new and more malignant forms of terrorism; regional and sectarian conflicts; failed and failing states; global economic dislocation; and transnational health, energy, and environmental concerns. Rarely can these issues be addressed unilaterally. In addition, diplomacy has moved beyond state-to-state relations to include non-state actors, including private sector entities, international organizations and NGOs, criminal cartels, militant groups, and local and international media.

January Term

To satisfy the MAIE degree program course requirements, students must enroll in the following January Term traveling seminar:

Europe and the Islamic World History 595: Cultural History of Europe and the Islamic World- The Europe and the Islamic World Traveling Seminar is designed for students interested in an academically rigorous and cultural experience in France, Morocco, 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 18 nights in twelve cities and will attend daily lectures and meetings with distinguished scholars from IAU 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.

Master of Arts in International Relations (MAIR)

MAIR 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 (IAU), ACM's study abroad institute, 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 on Political Science and International Relations. The Humanities and Social Sciences have always played an important role at IAU and will naturally serve as the intellectual backbone of the MAIR.
As a founding member of the Association of American International Colleges and Universities (AAICU), IAU, and by extension, ACM, is part of a network of prestigious American institutions of higher learning dedicated to promoting American-style education abroad. Thanks to these connections, ACM shares resources and expertise with premier academic institutions such as American University of Beirut, American University of Cairo, American University of Paris, and Central European University.

Learning Outcomes

The ACM MAIR program will empower students to:

- Develop advanced research, writing, and negotiation skills required to conduct rigorous scholarly inquiry in international relations and effectively communicate findings;
- Demonstrate sophisticated analytical skills in evaluating complex global issues in their political, economic, geographic, and cultural dimensions;
- Assess the institutions and functions of the contemporary international order and identify key challenges;
- Critically examine the power dynamics of the Euro-Mediterranean region and how they intersect with broader global relations;
- Synthesize theoretical and practical knowledge of international relations into informed, well-reasoned,

and contextually appropriate policy recommendations; and
- Cultivate a cosmopolitan approach to evaluating international affairs that demonstrates an appreciation of diverse national, cultural, theoretical, and ethical perspectives on global challenges.

Field Studies and Experiential Learning

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 other cities in the region such as Brussels, Geneva, Paris, the Hague, Madrid, Rabat, and Tangier. With ACM's network of international scholars, intellectuals, and politicians, students will observe international organizations such as the European Commission, the European Parliament, the UN High Commission for Human Rights, the World Trade Organization, NATO, and various consulates and embassies in Europe and North Africa. Students may also have opportunity to pursue internships or externships with various international institutions and NGOs.

Language and Culture

All students admitted into the program will be required to take French language and culture courses in the Fall and Spring semesters of the program. If admitted students are Francophone speakers with high proficiency, they may fulfill the language requirement in Arabic.

Degree Requirements

The MAIR is a thirty-six credit, one-year program consisting of five required core courses including Research Methods (15 credits), two language courses (6 credits), three other courses in IRL or related fields according to student interest (9 credits), an intersession traveling seminar (3 credits), and finally a Capstone Project (3 credits) submitted no later than July 31st for successful completion of the program. In Spring students will choose to pursue one of following Capstone options:

Research Track: The Research Track involves a project building on prior course work and additional research leading to either a traditional Masters' Thesis (up to 15,000 words) or another research-based project to be designed in collaboration with the capstone advisor. Such a project may involve producing a documentary film, creating a series of podcasts, conducting and analyzing a collection of interviews, or organizing a community project.

Policy and Practice Track: This track is designed for those students who hope to find hands-on work in a field related to international relations and look to develop practical skills via an internship or consultancy project. Internships (120 hours minimum) will then culminate in either a policy paper or consultancy report arising out of their experiences during the internship. Although ACM guides and supports students in this process, each student is responsible for applying and interviewing for internships. Students will receive three credits for their internship, submitting regular reports to their advisors with a final report in July.

Courses

During this year-long program (two semesters plus January Term and summer work), students will complete the MAIR core courses and have the opportunity to choose from electives relating to International Relations, International Business, Economics and International Law.

Semester 1 (15 Credits)

All students take five 500-level courses, including four core courses (below) and one language that they will study during the year to fulfill the language proficiency requirement.

- IRL 504: Theories of International Relations
- POL 510: Comparative Politics
- IRL 500: Research Methods for International Relations
- BUS/IRL 537: International Negotiations
- Language Requirement

January Term (3 Credits)

MAIR students will take advantage of ACM's January term programs, choosing from one of the following multi-country traveling seminars exploring the politics, economies, histories, and cultures of the countries visited:

- Diplomacy and Human Rights - France, the Netherlands, Morocco, Spain
- Europe and the Islamic World - France, Morocco, Spain

Semester 2 (15 Credits)

All students take five 500-level courses: one core course (below), one language course, and three elective courses in IRL or related fields chosen in consultation with their advisors. One elective may be replaced by an internship/consultancy subject to Director approval.

- IRL/BUS 547: Beyond Borders: Markets, States and the Global Order
- Three electives

- Language Requirement

Sample Electives:

- The European Union: Integration, Enlargement, Unity
- Geopolitics in The Mediterranean Basin
- The Israeli/Palestinian Conflict
- Media and Conflict
- International Economics and The European Union
- Global Justice
- Contemporary Political Philosophy
- Global Environmental Politics
- US Diplomacy in an Age of Change
- Contemporary French Politics
- International Law and Politics of Armed Conflict
- French Colonialism in the Middle East and North Africa

Summer (3 Credits)

IRL 599: Capstone Project

- Research Track: Thesis (up to 15,000 words) or equivalent project
- Policy and Practice Track: Internship (120 hours) and an associated policy paper or consultancy report

Total = 36 Credits

Core Courses

POL/IRL 500: Research Methods for International Relations - This course will provide students with the tools they need to conduct and present research in the field of International Relations. Topics will include online research techniques, qualitative vs. quantitative studies, primary and secondary sources, critical thinking, structuring various types of writing, editing skills, and how to present research to various audiences. Throughout the course, students will apply the knowledge they have acquired by workshopping their ideas to develop their Capstone Projects.

POL/IRL 504: Theories of International Relations - The course is designed to explore the current state of theory in international relations and to introduce students to the increasing range and density of ethical issues affecting international relations on a global scale. Students will 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.

POL 510: Comparative Politics - This is an introductory course in the study of comparative politics and the relationship between domestic political issues and global affairs. We will study a range of political systems and institutions through case studies drawn primarily from Europe and the MENA region, and students will explore how these domestic political institutions, actors, and processes shape international relations and global governance. Rather than treating states as unitary actors, we examine how internal political dynamics influence external behavior and how international pressures reshape domestic politics.

BUS/IRL 537: International Negotiations - 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 in civil conflicts that make special demands on negotiators. Regardless of whether we are entering an era of low interstate violence, negotiations across cultures, boundaries and societies are an enduring feature of 21st century economics and politics.

IRL 599: Capstone Project - Students will complete a final capstone project following one of the two tracks below.

- Research Track - Students will work closely with their chosen advisor on a master's thesis or other approved Capstone Project to be submitted no later than July 15th after the completion of their coursework.
- Policy and Practice Track – It is the student's responsibility to find a suitable internship if they wish to pursue the policy and practice track. ACM will offer advice and support, helping students by offering introductions to a variety of organizations in France and abroad who may have internship opportunities. Students will receive three credits for their internship, consulting regularly with their advisors and producing a final policy paper, consultancy report or other deliverable by July 15th.

Students will attend the graduation ceremony in May but will only receive their diploma upon the submission and successful completion of their Capstone Project.

Language and Culture Courses: Students will select according to their language placement and in consultation with their advisor. See courses listed in Arabic (ARA), French (FRE),

or Spanish (SPA) throughout the catalog.

Electives

The range of elective opportunities may vary from year to year. The following is a representative selection of courses.

POL/FRE 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. A Mediterranean people founded Aix-en-Provence – the Romans and 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 Mediterranean basin countries today and analyze contemporary policies to better understand 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 19th 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 addressing 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 and 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/ENS 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 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/ENS 560: The International Law and Politics of Armed Conflict - The UN Charter vows to "save succeeding generations from the scourge of war." Yet armed conflict has remained a constant feature of human history, as have efforts to somehow mitigate its horrors. The purpose of this course is to explore how international law, international organizations, states and NGOs interact in response to armed conflict, and how such responses can contribute to, or undermine, efforts to end violence. Topics will include the changing nature of warfare in the 21st century, the mechanisms in place to protect refugees, humanitarian aid, conflict prevention, and the role of international law. Significant attention will be paid to international tribunals and the challenges of enforcing the laws of armed conflict.

ECO 501: International Economics and the European Union - The course critically examines the challenges to economic governance and policy presented by globalization of markets and increasing economic integration on a world scale. 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 student groups, 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 - Following the terrorist attacks of 9/11, exaggerated fears and stereotypes towards Islam and Muslims rose in regularity and notoriety. In the United States and in Europe, this "othering" has materialized as ethnic profiling, community surveillance, and most recently, in the rhetoric of the far right. This course is an overview of the long and complex relationship between the Muslim world and the West (focusing on France). It will deconstruct the myth of the two as separate and irreconcilable entities and will emphasize their historic commonality. The course will cover the ongoing debates about Muslims in Europe, such as concepts of religion and secularism, tradition and modernity, immigrants versus citizens, legal issues, human rights, feminism, the headscarf (*hijab*), identity construction, radicalization, and more. Students will have the opportunity to meet with French Muslims and to participate in field studies to immigrant quarters in Marseille.

IRL 505: US Diplomacy in an Age of Change: Case Studies and Practical Exercises - This seminar will explore contemporary U.S. foreign policy and the challenges that face its practitioners. Students will explore the context of US diplomacy today, while honing essential written and oral communication skills.

Modern diplomacy is conducted in a world of rapidly evolving global challenges: the spreading dangers of weapons of mass destruction; new and more malignant forms of terrorism; regional and sectarian conflicts; failed and failing states; global economic dislocation and inequality; and transnational health, energy, and environmental concerns. Rarely can these issues be addressed unilaterally. In addition, diplomacy has moved beyond state-to-state relations to include non-state actors, including private sector entities, international organizations and NGOs, criminal cartels, militant groups, and local and international media.

In a world increasingly knit together by global networks of wealth, information, and power, while at the same time riven by ancient identities and conflicts, this course will look at how U.S. diplomacy uses different policy tools, across time periods and different administrations. Using case studies from American diplomacy to provide historical context, we will study the new global realities for conducting foreign policy and U.S. strategies of engagement, coercion, and persuasion with various state and non-state actors worldwide.

Master of Arts in Media Studies (MAMS)*

*MAMS is not enrolling students for the 2025-2026 academic year.

MAMS 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 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.

Learning Outcomes

Upon successful completion of the Master of Arts in Media and Society (MAMS), graduates will be able to:

- Apply interdisciplinary frameworks to analyze the role of media, language, and representation in shaping public opinion, identity, and social change across global contexts.
- Design and conduct media-focused research using appropriate qualitative and/or quantitative methods, with sensitivity to ethical considerations and the cultural dimensions of communication.

- Demonstrate intercultural competence by engaging critically with diverse perspectives and effectively navigating linguistic, social, and professional differences in international environments.
- Integrate theory and practice by producing a capstone project that addresses a real-world issue through research, media content creation, advocacy, or program design, supported by experiential learning such as internships or fieldwork.
- Communicate clearly and professionally across multiple media formats and for varied audiences—including academic, nonprofit, and public-sector stakeholders—while reflecting an awareness of global power dynamics and social responsibility.

Degree Requirements

MAMS is a thirty-seven credit-hour, one year program consisting of a Intercultural Understanding course (1 credit), required two and three-credit core courses (14 credits), two electives according to students' chosen tracks (6 credits), an intersession traveling seminar (3 credits), two courses in language and culture (7 credits) and, finally, an internship and associated capstone project (6 credits) submitted at the completion of the program. Students will initiate work on the capstone project in the second semester and continue the project in the summer term (with the supervision of an advisor) and will submit it 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 Spanish and French language culture.

Semester 1 (15 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 (7 credits)

- Intercultural Understanding
- Global Leadership and Ethics
- Proseminar in Media Studies Theory
- Special Topics in Media Studies: the Art of Digital Mindfulness

Sample Elective Media Studies courses chosen with faculty advisor: (3 credits)

- Communication and Gender
- Islam and Europe in Today's Media Climate
- Provence, Myth and Media
- France, WWII, and Media
- European Cinema
- European City and Visual Arts
- France and Its Movies--WWII-1970's
- France and Its Movies--1980's-Today
- Current Events and French Media

Language (4 Credits)
Spanish Language and Culture Requirement

January Term (3 Credits)

To satisfy the degree program requirements, MAMS students must enroll in a January term program, a multi-country traveling seminar, many of which explore the politics, economies, histories, and cultures of the countries visited.

Semester 2 (13 Credits)

All students take four 500-level courses: one core course (below), two elective courses (below) and one language that they will study during the year to fulfill the language proficiency requirement.

Core Courses (8 credits)

- Proseminar in Media Studies Theory
- Media and Conflict
- Persuasion and Propaganda

Sample Elective Media Studies courses: (2 credits)

- Islam and Europe in Today's Media Climate
- Provence, Myth and Media
- France, WWII, and Media
- European Cinema
- European City and Visual Arts
- France and Its Movies--WWII-1970's
- France and Its Movies--1980's-Today
- Current Events and French Media

Language (3 Credits)
Language Requirement

Summer (6 Credits)
Students will participate in one internship and complete capstone project (6 credits).

Students will work closely with their chosen track advisor on a master's thesis, due 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 = 37 credits

Core Courses

BUS/EDU 512: Global Leadership & Ethics (3 credits) - The central focus of this course is on developing transformational leaders. At their core, transformational leaders are self-aware and can understand systemic problems, set new directions, lead change, and learn quickly from mistakes. They also create the conditions for a culture that supports the growth of others. The enactment of these competencies calls on leaders to exercise complex psychological capacities. In developmental language, the context and role of a leader calls for us to be "self-authoring." In conscientization language, leadership calls us to have the courage to engage in a "quest for truth" – a quest toward a more truthful view of ourselves and the world. The main goal of the course is to support students in theicontinued development towards deepening self-awareness, furthering the ownership of the self, and activating personal and collective courage. This course is designed with the guiding principle that as aspiring "transformational leaders," students must include themselves in the "change equation."

COM 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 addressing 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 and 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.

COM 541: Special Topics in Media Studies — The Art of Digital Mindfulness - In an era of pervasive digital connectivity, this course examines the complex relationship between media technologies and mental well-being. Focusing on digital engagement, information overload, and media consumption habits, students explore how platforms such as social media, streaming services, and mobile applications shape personal, social, and cultural experiences. Drawing from media studies, psychology, and screen studies, the course offers theoretical frameworks and applied strategies to foster digital literacy, mindful technology use, and responsible digital citizenship. Through critical discussion, case studies, and hands-on reflection, students assess the psychological and societal impacts of digital media and develop practical approaches for cultivating intentional media engagement in contemporary life.

COM 543: Cultural Media Internship and Capstone Seminar - This culminating component of the MAMS degree offers students the opportunity to integrate academic learning with professional experience in the fields of media, arts, and cultural programming. Over the course of the spring and/or summer term, students will complete a supervised internship (minimum 150 hours) with a host organization such as a film festival, cultural institution, arts nonprofit, media outlet, or production company engaged in curatorial, communications, or event work.
In parallel, students will enroll in a 1-credit faculty-led capstone seminar that meets regularly (virtually or in person) to foster reflective practice, professional development, and critical analysis of ethical, cultural, and institutional dimensions of media work. As a final deliverable, students will prepare a professional portfolio or analytical report demonstrating the integration of theory and practice within the media and cultural landscape.

COM 600: Proseminar in Media Studies I - This graduate-level core course offers an intensive exploration of the

theoretical and methodological foundations of media studies. Anchored in interdisciplinary scholarship, the course examines central frameworks—including media history, political economy, and transnational cultural production—that inform critical debates in the field. Through thematic modules focused on global entertainment networks, the dynamics of mediated public events (e.g., film festivals, international sports), and the psychology of media consumption, students engage with complex questions about power, identity, and spectacle. Seminar discussions, applied research design, and case-based analysis cultivate advanced analytical, interpretive, and professional competencies.

COM 601: Proseminar in Media Studies II - Continuing the graduate-level study begun in Proseminar I, this course deepens students' engagement with contemporary debates and emerging research in media studies. Emphasis is placed on digital media ecologies, algorithmic culture, propaganda and disinformation, and evolving forms of representation and ideology. Students critically assess the societal implications of rapidly transforming media technologies—including artificial intelligence—and refine their methodological toolkit for applied or scholarly work. The course culminates in the development of an original interdisciplinary research proposal or professional media analysis project that supports each student's trajectory toward internship, creative practice, or advanced academic research.
Prerequisite: COM 600 or permission of the instructor.

Language and Culture Courses: Students will select according to their language placement and in consultation with their advisor. See courses listed in Arabic (ARA), French (FRE) throughout the catalog.

Master of Fine Arts (MFA)

The American College of the Mediterranean offers a two-year MFA degree program in painting in Aix-en-Provence, France through its School of Art. 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 and North Africa, and professional internship opportunities. Depending on the students' interest, the first-year MFA program could be modeled either after the full-year Marchutz Core Art Program (visible world, perceptual) or after the full-year Mediterranean Core Art Program (contemporary, conceptual) or after both (a different program each semester).

Mission

The mission of the MFA program at ACM is to provide students with a broad range of artistic practices and creation methods from across the Mediterranean. In this program students are encouraged to explore everything from plein air painting to contemporary multimedia and interact with artists and gallerists of different backgrounds across Europe and North Africa.

Learning Outcomes

Upon successful completion of the MFA, students will be able to:

- Create a sustained and original body of artwork through advanced studio practice and critical reflection.
- Integrate perceptual and conceptual approaches to art-making informed by historical, contemporary, and cross-cultural perspectives.
- Demonstrate advanced visual analysis and art historical knowledge through engagement with museums, critiques, and field studies across the Mediterranean.
- Participate in critiques, seminars, and mentorship to support the development of individual artistic practice and research.
- Produce professional materials—including an artist statement, CV, and portfolio—demonstrating readiness for careers in the visual arts.
- Apply practical experience gained through internships and mentorships to navigate the broader art world and creative industries.

Focus of the MFA Program

- Emphasizes the combination of studio arts process with liberal arts learning
- A combination of perceptual and conceptual analysis, and extensive museum and art historical study
- Accentuates cross-cultural viewpoints through extended study in the cities, museums, and galleries across the Mediterranean
- Students gain professional development focusing on exhibiting and honing their artist statement and portfolio
- Integrated internship and mentorship opportunities

MFA Program Overview

ACM's School of Art offers a two-year MFA degree program with a concentration in painting. The curriculum combines studio practice with liberal arts investigation, critical analysis, museum study, and field studies. The 60-credit program, conducted in English, in Aix-en-Provence, France, culminates in a Thesis Project/MFA Show which includes a public presentation of an original body of artwork.

Students are expected to participate in weekly seminars, multi-city field studies, critiques, museum studies, and liberal arts inquiry.

Faculty Advisors

Each MFA student is assigned one studio art advisor during their second year to oversee and guide them. Students are expected to meet with their studio art advisor for critique once per week.

Throughout the program MFA work is evaluated in peer, faculty, and visiting artist critiques.

Degree Requirements and Program Outline

The MFA program, both the Marchutz and Mediterranean Tracks, consists of four semesters with 60 credits, as described below:

Year 1
Fall Semester (18 credits)
January Term (3 credits)
Spring Semester (15 credits)

Year 2
Fall Semester (12 credits)
Spring Semester (12 credits)

Marchutz Track

Fall Semester – Year 1 (18 Credits)

- Painting I (ART 630, 3 credits)
- Drawing I (ART 501, 3 credits)
- Critical Studies I (ART 509, 3 credits)
- The Master's Forum (ART 515, 3 credits)
- Art History (3 credits)
- French (3 credits)

January Term Elective (3 Credits)

Spring Semester – Year 1 (15 Credits)

- Painting II (ART 632, 3 credits)
- Drawing II (ART 502, 3 credits)
- Critical Studies II (ART 510, 3 credits)
- Art History (3 credits)
- French (3 credits)

Fall Semester – Year 2 (12 Credits)

- Painting III (ART 633, 3 credits)
- Critical Studies III (ART 511, 3 credits)
- Elective (3 credits)
- Arts and Cultural Leadership (ART 527, 3 credits)

Spring Semester – Year 2 (12 Credits)

- Painting IV (ART 634, 4 credits)
- Thesis Project, Exhibition (ART 750, 5 credits)
- Elective (3 credits)

Mediterranean Track

Fall Semester – Year 1 (18 Credits)

- Altered Landscapes I: A Mixed Media Studio Course (ART 592, 3 credits)
- Drawing & Painting in the Mediterranean I (ART 593, 3 credits)
- The Mediterranean Seminar I (ART 518, 3 credits)
- The Master's Forum (ART 515, 3 credits)
- Art History (3 credits)
- French (3 credits)

January Term Elective (3 Credits)

- Traveling Seminar

Spring Semester – Year 1 (15 Credits)

- Altered Landscapes II: A Mixed Media Studio Course (ART 594, 3 credits)
- Drawing & Painting in the Mediterranean II (ART 595, 3 credits)
- The Mediterranean Seminar II (ART 519, 3 credits)
- Art History (3 credits)
- French (3 credits)

Fall Semester – Year 2 (12 Credits)

- Painting III (ART 633, 3 credits)
- Critical Studies III (ART 511, 3 credits)
- Arts and Cultural Leadership (ART 527, 3 credits)
- Elective (3 credits)

Spring Semester – Year 2 (12 Credits)

- Painting IV (ART 634, 4 credits)
- Thesis Project (MFA Exhibition/Show) (ART 750, 5 credits)
- Elective (3 credits)

The Masters Forum (3 Credits)

All first-year MFA students, whether they are taking the Marchutz or Mediterranean track, are required to take The Masters Forum (ART 515) in their first semester. This graduate course aims to inspire the students through exposure. Exposure to other points of view, different types of art practice, and a more diverse range of mediums and expression, as a means of supplementing the intense painting practice already at the core of the first-year curriculum. This course is the site where art history and fine arts meet, and it is built around discussion and practice/workshops led by several local artists.

Language and Culture (6 Credits)

All candidates are required to take at least six credits of French language and culture courses during their first year.

January Term Field Study Seminar (3 Credits)

As part of their degree requirement, MFA candidates must enroll in a January-term program. They may select from the list of options provided in the MFA course section.

Thesis Project /MFA Show or exhibition (5 Credits)

In year two, MFA students in either track (Marchutz or Mediterranean) will take ART 750 (Thesis Project), during which they execute a body of work in a purposeful manner which will culminate in a final, public exhibition.

Arts Administration (3 Credits)

All candidates are required to take at least three credits in Arts Administration during their second year.

ART 599: Independent Study

Master's students may pursue a one-on-one independent study course (3 credits) based on their specific research interests. This course must be developed in coordination with, and approved by, both the student's advisor and the Dean of the School of Art. The student and independent study professor will jointly determine the topic, structure, themes, and readings. Requirements for this course include weekly meetings and the completion of a final research paper or project.

Art History All MFA students are required to take 6 Art History credits.

Resources and Studio Space

Students have access (with a pre-posted schedule) to the L'Atelier Marchutz situated on the renowned route de Tholonet in Aix-en-Provence. In year two, ACM provides independent studio space to all MFA students. Facilities, lecture halls, classrooms, student lounge, audio-visual equipment, and computer access are available in each of the three main buildings of ACM situated in the center of Aix-en-Provence.

Studio Art 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 592: Altered Landscapes I: A Mixed Media Studio Course - What does it mean to occupy a space? How do artists represent their experience and/or relationship to place? Aix-en-Provence, Marseille, and its surroundings will become source material for students to build a body of work exploring these questions. Students will conduct field studies and develop a personal archive of objects, photographs, and sketches that will guide their project over the semester. This course will focus on experimentation through visual language. Mark making, color, composition, shape, line and material will be understood as forms for expression. This is a two-dimensional mixed media course, focusing on collage, drawing, and painting. However, students are encouraged to introduce other media into their practice such as photography, performance, or video if they have prior experience in those fields.

ART 593: Drawing & Painting in the Mediterranean I - In this course, students experiment with the techniques and approaches developed by artists working along the Mediterranean shores. Finding inspiration in the quality of the light, the particularities of the natural environment and the

rich variety of its cultures, artists responded with a range of distinctive works reflecting their unique perceptions both real and imaginary. In a series of drawing and painting projects, our investigations will take us from the stratagems of classical artists in their search for harmonious proportions to the canon-breaking abstraction of Picasso's cubist style. We will work with the expressive mark-making techniques of Van Gogh and the decorative patterns of Matisse. We will also experiment with color theory as found in the calculated pointillism of Signac and the wild brushwork of the Fauves.

ART 594: Altered Landscapes II: A Mixed Media Studio Course - What does it mean to occupy a space? How do artists represent their experience and/or relationship to place? Aix-en-Provence, Marseille, and its surroundings will become source material for students to build a body of work exploring these questions. Students will conduct field studies and develop a personal archive of objects, photographs, and sketches that will guide their project over the semester. This course will focus on experimentation through visual language. Mark making, color, composition, shape, line and material will be understood as forms for expression. This is a two-dimensional mixed media course, focusing on collage, drawing, and painting. However, students are encouraged to introduce other media into their practice such as photography, performance, or video if they have prior experience in those fields.

ART 595: Drawing & Painting in the Mediterranean II - In this course, students experiment with the techniques and approaches developed by artists working along the Mediterranean shores. Finding inspiration in the quality of the light, the particularities of the natural environment and the rich variety of its cultures, artists responded with a range of distinctive works reflecting their unique perceptions both real and imaginary. In a series of drawing and painting projects, our investigations will take us from the stratagems of classical artists in their search for harmonious proportions to the canon-breaking abstraction of Picasso's cubist style. We will work with the expressive mark-making techniques of Van Gogh and the decorative patterns of Matisse. We will also experiment with color theory as found in the calculated pointillism of Signac and the wild brushwork of the Fauves.

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 and Seminars

ART/PHI 509: 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 focuses on the elements of form: color, value, light, and volume.

ART/ARH/PHI 510: Art Criticism and 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 to explore diverse issues such as the imagination, symbol in art, Zen principles in eastern art, motif, and tradition. Field studies are obligatory.

ART/PHI 511: Art Criticism and 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 period artistic achievements, 3 credit-hours of independent research and analysis.

Art 518: The Mediterranean Seminar I - How do the legacies of Mediterranean art history and artistic practices continue to shape and inform contemporary artists today? In this seminar, we connect the region's rich artistic past with modern visual culture. Through hands-on research, writing, and discussion, students will explore both the historical traditions and current creative practices of the Mediterranean. Drawing on collections from institutions such as MUCEM in Marseille, MACBA in Barcelona, and the Marrakech Museum of Contemporary Art, we will analyze how older art forms influence today's work. Each session combines critical discussions with focused research on artists and galleries. Our major project is the creation of a collaborative digital map that profiles contemporary artists and institutions, illustrating their historical foundations and ongoing impact in the Mediterranean art world.

Art 519: The Mediterranean Seminar II - How do the legacies of Mediterranean art history and artistic practices continue to shape and inform contemporary artists today? In this seminar, we connect the region's rich artistic past with modern visual culture. Through hands-on research, writing, and discussion, students will explore both the historical traditions and current creative practices of the Mediterranean. Drawing on collections from institutions such as MUCEM in Marseille, MACBA in Barcelona, and the Marrakech Museum of Contemporary Art, we will analyze how older art forms influence today's work. Each session combines critical discussions with focused research on artists and galleries. Our major project is the creation of a collaborative digital map that profiles contemporary artists and institutions, illustrating their historical foundations and ongoing impact in the Mediterranean art world.

Thesis Project

ART 750: Thesis Project (MFA Exhibition/Show)
This course is the final Thesis Project with faculty oversight. Students will complete and present their final body of work representing artistic achievement over the program. The Thesis Project will include a digital portfolio outlining their MFA process with images of past and present work, artistic influences, and their culminating artist statement. Other critical components of the Thesis Project include planning and creating an exhibition catalogue, preparing the gallery for the MFA exhibition, and defending the thesis at a final faculty critique.

Art History

ART/ARH 401: Art History: Prehistory to Modern Times - Initiation to the language and techniques of art history, and study of painting, sculpture, and architecture of art from prehistory to the 20th century. Typically includes field studies to sites in the region.

ART/ARH 503: Modern Art: Rebels and Icons - This course explores the dynamic landscape of modern art, focusing on both celebrated movements and the works of artists who operated outside the mainstream, with particular attention to the contributions of women artists. From Impressionism to the Postmodern, students will study key artistic developments while also uncovering lesser-known artists and movements that challenged and expanded the boundaries of modern art. The course will emphasize the social, cultural, and political contexts that shaped these diverse artistic practices, highlighting the often-overlooked impact of women in the evolution of modern art.

MSM/ART 504 Curatorship: Theory and Practices - In today's art world, curators play a pivotal role among artists, galleries and museums. Seen from the outside, however, their function remains unclear and often misunderstood. Based on concrete historical and contemporary cases, this course aims to provide the students with a deep understanding of what curating actually means through the profession's many branches of research, exhibitions, communication, publication etc. This class will also provide the students with important insights into the role that curation plays between art institutions and the global art market.

ART/ARH/PHI 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/ARH/PHI 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 to explore diverse issues such as the imagination, symbol in art, Zen principles in eastern art, motif, and tradition. Field studies are obligatory.

ART/ARC 512: European and Mediterranean Prehistoric Art and Archaeology - This course deals with the apparition and the development of European and Mediterranean societies from the arrival of the first modern humans; known as Cro-Magnon until the birth of the Celtic aristocracies at the dawn of the Roman conquest. Within the chronological framework of the course, illustrated by major archaeological sites and artifacts, topics discussed include art (cave art, prehistoric "Venuses"), genders, identities, power and birth of leadership, ancient religious beliefs (shamanism, Mother Goddess worshipping, solar cult). Typically includes excursions to sites in Provence.

ARC/ARH 513: Powers and Identities in the Ancient Mediterranean - Overview of the Mediterranean basin from the first civilizations in Egypt and the Middle East up to the Roman expansion over Europe. The course objectives aim to "de-classicize" the Ancient Mediterranean history to tone down the "Mediterranean Antiquity/Greco-Roman" paradigm. As this Greco-Roman world did not appear abruptly, classes will have an equal emphasis on these "non-Classical" civilizations such as the Etruscans, the Hittites, the Phoenicians, and the Celts/Gauls. As a result, the main direction taken for this course focuses on concepts of power and identity, which are demonstrated in politics, gender and social ideals, material culture, and religious practice. Finally, bridges will be created between the concerns of the Ancients and our concerns in modern societies. Typically includes an overnight trip to Paris and/or Provence (e.g., Arles, Marseille).

ART/ARH 515: Masters Forum: Gateway to the Arts of the World-Theory and Practice - A graduate seminar required by first-year students of fine art and art history. The purpose of this course is to bring the students into contact with a range of working methods and artistic viewpoints as a supplement to their painting practice. This course is divided into five parts and will set out to clarify basic questions about what constitutes art and what does not. The students' practice is supported by independent research, close readings, and workshops from a diverse collection of local artists.

ART/ARH 520: Picasso, Matisse, and the Mediterranean - This course is an investigation into the development of late 19th and early 20th-century modern art within the context of the south from post-impressionism through fauvism, cubism, and surrealism.

A**RT/BUS 527 Arts Administration: Cultural Management and Leadership -** Careers in the creative industries are exploding—from entrepreneurial artists, cultural innovators, to leaders of arts organizations—job opportunities in the cultural economy are dynamic and growing. This course will introduce key concepts of arts management to students and help prepare them for a successful career in the arts. Through examinations of significant recent issues and trends within arts businesses, this course will focus on how organizational planning and structure, policy, fundraising, and stakeholder/audience engagement intersect to foster sustainable arts organizations.

ART/MSM 537: History of Museums: From Prehistoric Caves to the Louvre Abu Dhabi - Housing artworks from all over the world and from all eras, museums carry memories of humanity. In the past, however, these artworks were displayed in various locations and settings such as nature, tombs, churches, palaces, and private dwellings. To understand better what is displayed in today's museums, this course rereads the history of art in relation to space/place from prehistoric cave paintings to contemporary art centers. It includes field studies to several museums in the region.

ART/ARH 540: The Mediterranean and Beyond: Cross-Cultural Studies in Medieval Art and Architecture - This course goes beyond the borders of empires, states, and political history to discuss and analyze what makes the Middle Ages an artistic, architectural, and intellectual momentum from the 5th to the 15th centuries CE. It studies the arts and architecture of various cultures and covers vast geographical and chronological scopes. We will deal with West Europe, the Islamic World, Iran, India, China, the Byzantine Empire, and the so-called Vikings (Danes). Field studies are an integral part of the course.

ART/ARH 542: Artistic Encounters in the Mediterranean: Cross-Cultural Perspectives in European Art - This course will study the cross-cultural influences on European art from the 6th to the 20th centuries. We will examine Byzantine Art and Italy (Ravenna, Venice, and Sicily), Islamic art and Europe (Spain, Sicily, and Venice), the Ottomans and Renaissance art, Mughal paintings and Rembrandt, Orientalist paintings, Japanese art and Impressionism, and the influence of African art on Modernism. Field studies will take us to various museums in the cities of Paris and Aix-en-Provence.

ART/ARH 564 Contemporary Art: Visual Representation of the Mediterranean - This course surveys contemporary art practices along the Mediterranean with a focus on cross-cultural exchange between Europe, North Africa, and the Levant. Through an array of post-war artworks, films, and texts, this course will address the role representation plays in forming our knowledge of place. Students will engage in post-colonial theory, critical-race studies, and signifying practices as a way to develop a deeper understanding of the Mediterranean basin and the complex social, historical, and political issues at play in the region. Studio visits, exhibitions, and artist talks will be an important element to this course in order to introduce students to the contemporary art community of Aix-en-Provence, Marseille, and its surroundings.

ART/ARH 581: The XIXth Century and French Impressionism - With an emphasis on looking at and discussing paintings (over memorizing dates and names), this course seeks to understand what happened in France in the 19th Century in the domain of art. What was Impressionism? Why did it happen at this particular moment? And why was it centered around Paris? Students will read texts, look closely at paintings, participate in class discussions, and attend a multi-day trip to the museums of Paris.

ART 582: Cézanne and Van Gogh - Paul Cezanne and Vincent Van Gogh remain two of the most influential painters in the history of European art, and both accomplished significant portions of their work right here in Provence. This course follows the career arcs of both painters, with an emphasis on reading primary texts and looking very carefully at the most significant works each artist produced (as well as some lesser-known gems). Additionally, students attend two day-long field studies, in which they examine reproductions of paintings by each artist, while standing in the exact spot the paintings were done, comparing the work with the real motif, in order to gain insight into each artist's powerful imagination.

MSM/ARH 591 - Museums Today: Mission and Challenges (Museology Seminar) - Nowadays, visiting museums is a common practice for a large part of the population. However, beyond their function of display, what do we know about the life of museums? This course examines what takes place behind the scenes in these institutions. Among the topics to be discussed in this class are: how the exhibitions are produced from their conception phase to their realization; what potentials and challenges the new technologies represent for museums; what actions are being taken to reach the widest possible audience; what phenomenon is pushing certain large museums to become brands that can be exported abroad in a globalized world; and what political, societal, economic and diplomatic role museums play in our societies. A big part of the seminar will take place in Musée Granet in Aix.

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State of Arizona

Additional Information for Students

Educational Delivery

The American College of the Mediterranean maintains an administrative and recruiting facility in Arizona and offers undergraduate and graduate degree programs in various fields at its Aix-en-Provence, France campus and Barcelona, Spain center. All programs are delivered in residential format, providing the opportunity for students to complete their degree while studying abroad. As the second largest college town in France, Aix-en-Provence is the perfect backdrop for The American College of the Mediterranean to provide an American-style education in a genuinely French setting. Combining this ideal location with accomplished and engaging faculty, small class sizes, and access to a multitude of resources around Europe, The American College of the Mediterranean is the perfect place to pursue a degree. The study abroad campus has four buildings, three of which are in the 17th and 18th century historical center of Aix. The School of Art studio, known as L'Atelier Marchutz, is located on the historic Route de Cézanne, just outside of the city center of Aix.

Credit for Previous Education, Training, or Experience

The American College of the Mediterranean welcomes transfer students to apply to its undergraduate programs in Aix-en-Provence, France. Transfer students bring rich and diverse experiences and backgrounds to the student body in Aix-en-Provence. 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.

Transfer Credit from Another University or College

You may transfer semester credits for successfully completed coursework where you earned a "C" or better from a previously attended university or college. Only letter grades are accepted for transfer credit and GPA is not transferred, only the course credits. No grades of Pass, Credit, Satisfactory or the like will be transferred.

Calculating Transfer Credits Applied to ACM Degree Requirements

When the student is admitted to ACM, staff and faculty will evaluate their prior coursework to determine how many of their previous credits will transfer toward ACM graduation requirements. Occasionally you will be asked to provide additional information (such as a course description or syllabus) to determine transfer eligibility of a particular course. At least 45 credits, including your final 15, must be completed in residency at ACM. Transfer credits can fulfill either core curriculum requirements, requirements in your major, or free elective credit.

Transfer Credit Fulfilling Core Curriculum Requirements

Often your transfer credit may fulfill ACM core curriculum requirements. Core curriculum requirements include courses in four subject areas: math and science, humanities, social sciences, and languages. Core curriculum courses are organized in four categories: Integrative Inquiry, Critical Inquiry and Expression, Quantitative and Experimental Reasoning and Linguistic Expression.

Transfer Credit Towards Requirements in Your Chosen Major

As a transfer student, you must complete at least 50% of your upper-level major requirements at ACM. You may apply up to eight transfer credits toward a minor.

Transfer Credit from The Semester System

Students will receive equal credit compensation, provided that the courses satisfy the requirements of the major.

Transfer Credit from The Quarter System

Credit will be accepted at a 3:2 ratio. A course worth 5 quarter credits is accepted as a 3-credit course. A class worth 4 quarter credits will transfer as 2.7 semester credits – the credit transfer committee may decide to either group several transfer courses together as Free Electives or to couple various transfer courses to equal one or more ACM courses.

Non-U.S. Universities

Institutions must hold accreditation status and authorization relative to national policy. All college transcripts and test examination results must be original or official copies. Foreign transcripts must be translated into certified English, but always presented with the original copy in the foreign language. French language documents may be accepted. ACM may request the following in addition to grade sheets: Number of contact hours, Review of grading policy.

European Universities

All universities that use ECTS will be evaluated on a 2:1 ratio with US credits. Therefore, 6 ECTS credits are equivalent to 3 ACM credits. Student homework will not be counted.

Technology Requirements or Competencies

For all of ACM's programs, laptops are recommended for all students but not required, as computers and printers are available to students in the libraries and computer labs. Requirements for Graduates to Practice Licensing or credentialing is not required to gain employment in occupation(s) associated with ACM's graduate and undergraduate programs.

Student Services

For more information about student services in each of our locations, please refer to the ACM-IAU Student Handbook.

Support from the US Office

The American College of the Mediterranean's experienced US Office staff can provide invaluable help to students during the application and enrollment process. They are thoroughly knowledgeable about the school's academic programs and can address questions regarding admissions, courses, housing, study tours, student visas, travel, and credit transfer. Upon acceptance to the school, students receive an easy-to follow checklist that, along with support from the US office, will help guide them through the entire predeparture process.

On-Site Orientation

All incoming ACM students are required to participate fully in scheduled orientation programming upon arrival. Admissions staff will share dates and schedule with students.

For more information about on-site orientation, please refer to the ACM-IAU Student Handbook.

Study Tours and Field Studies

Field studies allow students to learn outside of the classroom. Classes will travel to archaeological sites in the south of France, museums in Paris, and even to the U.N. in Geneva, depending on the course curriculum.

Career Opportunities

Students graduating with a degree from The American College of the Mediterranean will have full access to the list of opportunities and networks that ACM-IAU has established for them. ACM students are guided by our counselors and advisors upon completion of their undergraduate and/or graduate

degrees. Additionally, The American College of the Mediterranean has working partnerships with local businesses and enterprises in Aix-en-Provence and beyond.

Bachelor of Arts (BA)

BAAH

There are numerous career paths unfolding for those who hold a BAAH. These employment opportunities will traditionally utilize a graduate's keen "historical and critical awareness of paintings, sculpture, and architecture,"[1] as well as take advantage of their strong "visual and critical awareness, problem solving, and time management [skills]."[2] Additionally, strong written and oral communication skills will be an asset in the workplace.[3] Frequent career paths for BAAH graduates include that of art historians, art therapists, assistant art directors, tour guides, historians, and curators. These positions extend to schools, galleries, universities, touring agencies, and much more. If a graduate prefers a career as an educator, then pursuing a graduate degree in fine art, art history, or education will marry a passion for the fine arts with the desire to teach and mentor.

BAFS

Upon completion, graduates of the program will have the capability and tools to teach French, work as a translator or interpreter, be a public relations specialist, or they may pursue careers in business or government agencies.

BASA

Frequent career paths for BASA graduates include that of art therapists, assistant art directors, graphic designers, interior designers, multimedia arts and animators, fine arts (including painters, sculptors, and illustrators), craft artists, and elementary and middle school teachers. These positions may be held in schools, galleries, universities, and much more. If a graduate prefers a career as an educator, then pursuing a graduate degree in education will marry a passion for the fine arts with the desire to teach and mentor.

BAIR/BAPS

Students graduating from The American College of the Mediterranean with a Bachelor of Arts in International Relations (BAIR), or Bachelor of Arts in Political Science (BAPS) degree may pursue careers in politics, international relations, diplomacy, business, etc. IAU's alumni roster includes over 35,000 alumni from various backgrounds. Many of these graduates went on to very successful careers in business, law, diplomacy, and education.

Master's Programs

MAAH

Numerous career paths unfold for those who hold a Master of Arts in Art History (MAAH). These employment opportunities will traditionally utilize a graduate's keen "historical and critical awareness of paintings, sculpture, and architecture," as well as take advantage of their strong "visual and critical awareness, problem solving, and time management [skills]." Additionally, strong written and oral communication skills will be an asset in the workplace. Frequent career paths for MAAH graduates include that of teachers, professors, art historians, art therapists, art directors, tour guides, historians, and curators. These positions may be held in schools, galleries, universities, touring agencies, and much more.

MAFS

Careers in the federal government provide ample opportunities for MAFS graduates. The U.S. government offers internships, part-time, and full-time positions spread across all 50 states and abroad.[4] Many departments prefer employees with foreign language skills, especially those that work closely with foreign constituents.[5] Entry-level jobs are available through the Department of State, Department of Commerce, and the Department of Health and Human Services. Careers include intelligence office, public health data analyst, social worker, international trade specialist, or legal assistant.

MAIR

Students graduating from The American College of the Mediterranean with a Master of Arts in International Relations (MAIR) degree may pursue careers in international business, politics, diplomacy, economics, finance, conflict analysis, etc. ACM's study abroad institute, IAU, has an alumni roster that includes over 35,000 alumni from various backgrounds. Many of these graduates went on to very successful careers in business, law, diplomacy, and education. Students graduating with a degree from The American College of the Mediterranean will have full access to the list of opportunities and networks that

1 Foster, Angela, "What to do with a degree in art history," What to do with a degree in art history | Money | The Guardian, April 29, 2011, Accessed April 27, 2017, https://www.theguardian.com/money/2011/apr/30/what-dodegree-art-history.

2 Foster, Angela

3 Foster, Angela

4 "What Can I Do With a French Major?"

5 "What Can I Do With a French Major?"

ACM has established for them and will be guided by our counselors and advisors upon completion of their undergraduate and/or graduate degrees. Additionally, The American College of the Mediterranean has working partnerships with local businesses and enterprises in Aix-en-Provence and beyond. Career opportunities include political science or business teachers, freight forwarding or labor relations specialists, marketing and sales managers, public relations specialists, fundraising managers, financial managers, librarians, economists, and political scientists. These careers require extensive knowledge and interdisciplinary skills, exceptional language and communication abilities, and an awareness of world history.

MFA

Students graduating from The American College of the Mediterranean with a Master of Fine Arts (MFA) degree may pursue their own art practice, art education, museum work, gallery work, foundation work, or other art-related professional fields. IAU's alumni roster includes over 35,000 alumni from various backgrounds. Many of these graduates went on to very successful careers in business, law, diplomacy, and education. Students graduating with a degree from The American College of the Mediterranean will have full access to the list of opportunities and networks that IAU has established for them and will be guided by our counselors and advisors upon completion of their undergraduate and/or graduate degrees. Additionally, The American College of the Mediterranean has working partnerships with local businesses and enterprises in Aix-en-Provence and beyond. Job opportunities for MFA graduates are abundant and include but are not limited to fine arts education, calls for artists, fine arts competitions, residency opportunities and professional development opportunities.[6]

MAMS

Students graduating from The American College of the Mediterranean with a Master of Arts in Media Studies (MAMS) degree may pursue careers in Journalism, Public Relations, Politics, Environmental, Technical and Science communications or other, traditional media and communications fields such as tv/radio broadcast, print, film, and digital communications.

IAU's alumni roster includes over 35,000 alumni from various backgrounds. Students graduating with a degree from The American College of the Mediterranean will have full access to the list of opportunities and networks that IAU has established for them and will be guided by our counselors and advisors upon completion of their undergraduate and/or graduate degrees. Additionally, The American College of the Mediterranean has working partnerships with local businesses and enterprises in Aix-en-Provence and beyond.

MBA

Students graduating from The American College of the Mediterranean with a Master of Business Administration (MBA) in international business, diplomacy, brand management, wine and hospitality, environmental policy, economics, finance, and Mediterranean and European studies. IAU's alumni roster includes over 35,000 alumni from various backgrounds. Many of these graduates went on to very successful careers in business, law, diplomacy, and education. Students graduating with a degree from The American College of the Mediterranean will have full access to the list of opportunities and networks that IAU has established for them and will be guided by our counselors and advisors upon completion of their undergraduate and/or graduate degrees. Additionally, The American College of the Mediterranean has working partnerships with local businesses and enterprises in Aix-en-Provence and beyond, as well as partnerships with French, German, and Moroccan Engineering and Business Schools.

MAIE

The American College of the Mediterranean faculty for the Master of Arts in International Education (MAIE) is comprised of experts in the areas of Higher Education, Management, Leadership, Student Affairs, Wellness, Risk Management, Foreign Policy, and Diplomacy. Both academics and professionals in their field, ACM faculty provide the MAIE with the academic depth and the real-life experience necessary for a well-rounded International Education degree program. Given the breadth of the curriculum and professional experience afforded by the program, graduates will also be well-positioned for employment in the areas of diplomacy, government, human resources, diversity, equity, and inclusion, as well as in the corporate sphere.

Acknowledgements

Within 10 days from the date a licensed institution revises a catalog, or publishes a new catalog, the licensee shall submit a written or electronic copy of the catalog to the State Board. The Catalog shall be available to students and prospective students in a written or electronic format.

6 "Arts Opportunities," Arts Opportunities – Arizona Commission on the Arts, Accessed April 25, 2017, http://azarts.gov/opportunities/artsopportunities/