

The American College of the Mediterranean

2026-2027 Catalog

Undergraduate and Graduate Programs

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Contents

Welcome from the President 6
Mission and History 7
Accreditation 8
Professional Affiliations 8
Faculty 10
Aix-en-Provence 10
Barcelona 11
Facilities 12
Aix-en-Provence 12
Manning Hall – The School of Humanities and Sciences 12
Centre d'Études Françaises 12
The Center for Wine and Gastronomy 12
Villa Célony – Donna Dillon Manning School of Global Affairs 13
The School of Art 13
Barcelona 13
Board of Trustees 14
Chair 14
Vice Chair 14
Trustees 14
Ex-Officio Members 14
Admissions 15
General Application Requirements 15
Application Deadlines 15
Online Application 15
Transcripts 15
Unofficial Transcripts 15
Course-by-Course Transcript Evaluation 15
Letters of Recommendation 15
Proof of English Language Proficiency 15
Application Fee 15
Enrollment Deposit 15
Undergraduate Requirements 16
First-year Applicants to ACM 16
Transfer Applicants 16
Test Scores 16
Personal Essay (300-700 Words) 16
Transfer Credits 16
Advanced Placement Credit Policy 16
International Baccalaureate Credit Policy 16
Transfer Credit from a Previous Institution 17
Fulfilling ACM Course Requirements 17
Graduate Requirements 17
Curriculum Vitae (C.V.) or Résumé 17
Personal Statement 17
Program-Specific Requirements 17
Master of Fine Arts (MFA) 17
Master of Arts in Art History (MAAH) 17
Deferrals 17
Tuition and Fees 2026-2027 18
Undergraduate Programs 18
Graduate Programs 18
Global Master of Business Administration (GMBA) 18
Master of Arts in Art History (MAAH) 18
Master of Arts in French Studies (MAFS) 19
Master of Arts in International Education Administration (MAIE) 19
Master of Arts in International Relations (MAIR) 19
Master of Arts in Media Studies (MAMS) 20
Master of Fine Arts (MFA) 20
Tuition Fee Payment Policy 21
General Payment Deadlines 21
Past Due Balances 21
Institute Payment Plan (IPP) 21
Financial Aid 21
Scholarships 22
Merit-Based Scholarships 22

The Marianne Keler Award 22
James Baldwin Scholarship 22
Stephen K. Mittelstet Transfer Scholarship 22
Grants 23
Work-Study Grant 23
Eligibility and Compensation 23
Third-Party Scholarships 23
ACM Scholarship Application 23
Private Student Loans 24
Undergraduate Private Loans 24
Graduate Private Loans 24
Housing Information 24
Undergraduates 24
Graduates 24
Cost 25
Academic Calendar 2026-2027 25
Academic Policies 25
Satisfactory Academic Progress 25
General Requirements 25
Treatment of Various Grades 25
Failure to Meet SAP Standards 25
Maximum Timeframe 25
Appeal and Reinstatement 25
Probation and Academic Plan 25
Reinstatement of SAP Status 26
Registration 26
Deadlines 26
ACM Transcripts 26
Course Load 26
Credit and Grading System 26
Credits 26
Drop/Add 27
Pass/Fail 27
Withdrawal 27
Course Audit 27
Incompletes 27
Grading Policies 28
Retake a Course for Grade Replacement 28
Courses Designated "Repeatable for Credit" 28
Independent Study—299/399 (3 credits) 28
Evaluation 28
Grading Scale 28
Grade Dispute Policy 28
Attendance 29
Student Re-enrollment 29
Leave of Absence Policy 29
Program or Course Cancellation 29
Student Records 29
Academic Integrity 29
Academic Dishonesty 30
Academic Dishonesty: Sanctions and Procedures 30
Initiation of Procedures 30
Sanctions Regarding Course or Exercise 31
Hearing Committee 31
Administrative Procedures 31
ACM-IAU Student Handbook 32
Cancellation and Refund Policy 32
Student Grievance Procedure 33
Policy Against Sexual Harassment 33
Undergraduate Degree Program 33
Core Curriculum 33
Undergraduate Degree Core Learning Outcomes 33
Field Studies 33
Core Curriculum Requirements 34
Mediterranean Studies Requirement 34
Majors 34

Minors....34
Undergraduate Programs....35
Art History....35
International Business....36
French Studies....37
International Relations....38
Studio Art....40
Political Science....41
Communication Studies....43
Mediterranean Studies....44
Environmental Studies....45
Self-Designed Field of Study....46
Course Code Key....47
Undergraduate Course Descriptions....48
Archaeology....48
Arabic....48
Art....49
Art History....54
Business....56
Communication Studies....58
Creative Writing....59
Cultural Studies....60
Economics....60
Environmental Science....61
Education....62
English....62
Film Studies....63
Finance....63
French....63
History....68
Hospitality....69
International Relations....69
Internship....71
Linguistics....71
Literature....72
Marketing....74
Mathematics....74
Mediterranean Studies....74
Museum Studies....75
Music....75
Philosophy....75
Political Science....76
Psychology....78
Religious Studies....79
Sociology....79
Theatre....80
Wine and Gastronomy Studies....80
January Term Courses....82
Diplomacy and Human Rights in the Mediterranean....82
Europe and the Islamic World....82
Great Cities....82
International Business and Emerging Markets....83
Mediterranean Basin....83
Theatre Alive....83
Wine, Gastronomy, and Sustainability in the Mediterranean....83
Graduate Programs....84
Global Master of Business Administration (GMBA)....84
Master of Arts in Art History (MAAH)....88
Master of Arts in French Studies (MAFS)....94
Master of Arts in International Education Administration (MAIE)....98
Master of Arts in International Relations (MAIR)....103
Master of Arts in Media Studies (MAMS)....108
Master of Fine Arts (MFA)....112

Directory of Administrators 119
Campus/Offices/Website 121
ACM Administration – Tempe, AZ.....121
ACM Admissions Headquarters 121
France Campus.....121
Barcelona Center 121
State of Arizona 121
Additional Information for Students Educational Delivery 121
Credit for Previous Education, Training, or Experience 121
Transfer Credit from Another University or College 121
Calculating Transfer Credits Applied to ACM Degree Requirements 121
Transfer Credit Fulfilling Core Curriculum Requirements..... 122
Transfer Credit Towards Requirements in Your Chosen Major..... 122
Transfer Credit from The Semester System . 122
Transfer Credit from The Quarter System ... 122
Non-U.S. Universities..... 122
European Universities..... 122
Technology Requirements or Competencies 122
Student Services 122
Support from the US Office.....122
On-Site Orientation.....122
Study Tours and Field Studies.....122
Career Opportunities..... 123
Bachelor of Arts (BA)..... 123
Master's Programs 124
Acknowledgements 125

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 additional academic 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-nine 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.

Accreditation

The American College of the Mediterranean (ACM) is accredited by the New England Commission of Higher Education (NECHE). Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of ACM. 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 evolving 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)*	**Christine Falgas, MFLE** French *(part-time)*	**Yumna Masarwa, PhD** Art History *(full-time)*
Cherie Baloche, MA French *(part-time)*	**Nassima Fezza, PhD** French and Linguistics *(part-time)*	**Sarah McIntosh, MA** Economics *(full-time)*
Diana Banegas, MA French *(full-time)*	**Erik Freeman, M.Phil** Philosophy and Religion *(full-time)*	**Gregory Mose, PhD** International Relations *(full-time)*
Nitin Beeharry, DEA, MBA Business *(full-time)*	**Matthew Gernt, MFA** Fine Arts *(part-time)*	**Samantha Mureau, DUT** Business and Fashion *(part-time)*
Jonathan Bell, PhD Music *(part-time)*	**Idit Gezin, DUMI** Music *(part-time)*	**Georges Obeid, PhD** Math *(part-time)*
Yohanan Benhaïm, PhD International Relations *(part-time)*	**Aurore Guitry, PhD** French and Translation *(full-time)*	**William Ruller, MFA** Fine Arts and Ceramics *(full-time)*
Stéphanie Bérard, MFLE, MA French and Sociology *(part-time)*	**Mohammad Hassouna, PhD** Ecology and Environmental Studies *(full-time)*	**Sophie Simon, MFLE, MA** French *(part-time)*
Nathalie Besson, MFLE, MA French *(part-time)*	**Garett Heysel, PhD** French and Education *(full-time)*	**Leigh Smith, PhD** Comparative Literature *(full-time)*
Pierre-Nicolas Bounakoff, MA Art History *(part-time)*	**Aboubakr Jamaï, MBA** International Relations *(full-time)*	**Cole Stangler, MA** International Relations and Media Studies *(part-time)*
Mary Boyington, PhD Comparative Literature and Translation *(full-time)*	**Stephanie Jensen-Moulton, PhD** Music, Culture, and Disability Studies *(full-time)*	**Anthony Triolo, MA** Wine Studies *(full-time)*
Philip Breeden, MA International Relations *(part-time)*	**Carl Jubran, PhD** Post-Colonial Studies *(full-time)*	**Marie-Pierre Ulloa, PhD** International Relations and French *(part-time)*
Anne Broilliard, MA French *(part-time)*	**Emilie Kassentini, MA** Museum Studies *(part-time)*	**Wendy Vergoz, MS** Creative Writing *(part-time)*
Suzanne Canessa, PhD French Literature *(part-time)*	**Ayman Khoury, MA** Photography and Culture *(part-time)*	**Anne-Cécile Vidal, MA** Business and Culture *(part-time)*
Cécile Curato, MFLE French *(part-time)*	**Sihem Khoury, MA** Arabic *(part-time)*	**Mark Warwick, MFA** Fine Arts *(part-time)*
O'Neill Cushman, MFA Fine Arts *(full-time)*	**Michel Lantelme, PhD** Literature and History *(part-time)*	**Vinka Woldarsky, MA, WSET** Wine Studies *(part-time)*
Ashley Donahey, MA, MBA Wine Studies *(part-time)*	**Sebastien Llorca, PhD** International Relations *(part-time)*	**Erin Yunes, PhD** Art History *(full-time)*
Laura Drewett, MBA Business *(full-time)*	**Marianne Maili, PhD** Theatre *(full-time)*	
Guillaume Durand, PhD Archaeology and History *(full-time)*	**Anabelle Martin, MA** Psychology *(part-time)*	

Barcelona

Javier Alcalde, PhD Political Science *(part-time)*	**Ricard Gonzalez, MA** Communications *(part-time)*	**Thais Peirot, MA** Spanish *(part-time)*
Lina Alhafez, MA Communications *(part-time)*	**Luiza Grigoryan** Events Organization *(part-time)*	**Ruben Pol Ramon, MA** Wine Studies *(part-time)*
Irina Amengual, MA Psychology *(part-time)*	**Siobhan Hayes, MS, MA** Business *(full-time)*	**Antoni Raja-i-vich, PhD** Political Science *(part-time)*
Arnau Bach Photography *(part-time)*	**Kay Hernandez Figueras, MA** Music *(full-time)*	**Isabel Rodríguez, MA** Music *(part-time)*
Pieter Bailleul, MA Marketing *(part-time)*	**Fadi Isma, CFA, CMT** Business *(part-time)*	**Daniel Rodriguez, MA** Sociology and Spanish *(part-time)*
Marc Bara, PhD Management *(part-time)*	**Olga Kanashina, PhD** Economics *(part-time)*	**David Rodriguez, MA** Economics *(full-time)*
Cristina Bonet, MBA Business *(part-time)*	**Mary Mackenty, PhD** Communications and Management *(part-time)*	**Núria Rodríguez, PhD** Communications, Film, and Spanish *(full-time)*
Estevão Bosco, PhD Communications, Political Science, and Business *(full-time)*	**Fabien Mariano Ortiz** Film *(part-time)*	**Pedro Senalada, MA** Spanish *(part-time)*
Tomás Cajueiro, PhD Communications *(part-time)*	**Daniel Martinez** Business *(part-time)*	**Rabie Sidani, MS** Information Technology *(part-time)*
Laura Carrera, MA Spanish *(full-time)*	**Mauricio Molina, PhD** Architecture and Religion *(full-time)*	**Sam Simon, MA** Film and Art *(part-time)*
Julia Cher, MA Business *(part-time)*	**Jorge Monray, PhD** Business *(full-time)*	**Ariane Spitalier, MA** Psychology *(part-time)*
Maggie Dancel, Psy.D Psychology *(part-time)*	**Jorge Mora Flores, MA** Business *(part-time)*	**Heba Suleiman, MA** Psychology *(part-time)*
Marta Darder, PhD Architecture *(part-time)*	**Juan Morillo, PhD** Business *(part-time)*	
Willow Frederick, MA Psychology *(full-time)*	**Francesc Muñoz, PhD** Architecture, Wine Studies, and Sociology *(part-time)*	
Adriana Garcia, MA Professional Development *(full-time)*	**Sascha Pablo Koch, MA** Wine Studies *(part-time)*	
Facundo Garcia, PhD Business *(part-time)*	**Albert Pallarès, MA** Business *(part-time)*	
Victor Gersten, MS, EA, CFP, MPAS Business *(part-time)*	**Alejandro Palombo, MA** Management *(part-time)*	

* D.E.A. - Diplômes d'Études Approfondies (between M.A. and Ph.D.)
* D.E.S.S. - Diplôme d'Études 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.)

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 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. The building also houses the Office of the President, the Office of the Provost, the Office of Academic Affairs, and the Office of Operations, as well as some Deans, faculty, and staff.

The mission of The School of Humanities and Sciences is to advance student 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 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, Environmental Studies, and Mediterranean Studies.

Centre d'Études Françaises

The *Centre d'Études 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 Célony – 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, the Office of the Dean of Students, and the Wellness Center are in Villa Célony. 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 Global Master of Business Administration (GMBA) 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'Études 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://acm.iau.edu/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
- 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://acm.iau.edu/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 and IB 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 Credit Policy

ACM recognizes the value of rigorous academic preparation through Advanced Placement (AP) courses. Students who earn a score of 3 or higher on an AP exam may be eligible for college credit or advanced standing. The credit awarded and the courses exempted vary by subject, intended major, and School within ACM.

Students should submit official AP scores directly to admissions@acmfrance.org. Once scores are reviewed, eligible students will be informed of the credit granted, along with any other transfer credits awarded through the evaluation of previous education, training, or experience. Please note that all previous-learning credit, including AP, is evaluated only after the student has accepted the offer of admission and submitted the enrollment deposit.

Credit awarded by ACM for qualifying AP examinations counts toward the total credits required for graduation and may fulfill general education, elective, prerequisite, or, where appropriate, major requirements. All other degree and residency requirements remain applicable. Students are encouraged to work closely with their academic advisors to understand how AP credit applies to their individual academic plans.

International Baccalaureate 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. ACM currently does not offer credit for Standard Level (SL) exams.
- The specific credit awarded and the corresponding course exemptions vary based on the subject matter, the student's chosen major, and the School within ACM.

Application of IB Credit:

- Credit awarded by ACM for qualifying IB examinations counts toward the total credits required for graduation and may fulfill general education, elective, prerequisite, or, where appropriate, major requirements. All other degree and residency requirements remain applicable. Students are encouraged to work closely with their academic advisors to understand how IB credit applies to their individual academic plans.
- Students are required to submit their official IB transcripts directly to admissions@acmfrance.org for evaluation.

Process and Evaluation:

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

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 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 Arts 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 2026-2027

Effective August 1, 2026, 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 and Residences	Total with Homestay/Residences
Fall 2026 (12-18 credits) (Includes NSIC and J Term)	$11,900	$2,500	$5,500	$19,900
Spring 2027 (12-18 credits) (Includes NSIC and J Term)	$11,900	$2,500	$5,500	$19,900
TOTAL	**$23,800**	**$5,000**	**$11,000**	**$39,800**

Optional 2026-2027 Summer Semester (3-6 Credits): $3,800

* 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, students 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.

** New Student Immersive Course (NSIC): a required one-credit language and culture course all new students take before classes begin. Placement is by language level, except in the GMBA (COM 512) and the MAIE and MAMS (COM 510).

Graduate Programs

Global Master of Business Administration (GMBA)

Credits: 40 **Duration: 12 months** **Start Date: Fall 2026**	Tuition Fees	Program Fees	Housing: Homestay and Residences	Total with Homestay/Residences
Fall 2026 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Spring 2027 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Summer 2026 (6 credits)	$8,200	$1,400	$2,300	$11,900
TOTAL	**$41,200**	**$6,400**	**$13,300**	**$60,900**

Master of Arts in Art History (MAAH)

Credits: 43 **Duration: 12 months** **Start Date: Fall 2026**	Tuition Fees	Program Fees	Housing: Homestay and Residences	Total with Homestay/Residences
Fall 2026 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Spring 2027 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Summer 2026 (6 credits)	$6,400	$1,400	$2,300	$11,900
TOTAL	**$41,200**	**$6,400**	**$13,300**	**$60,900**

Master of Arts in French Studies (MAFS)

Credits: 37 Duration: 12 months Start Date: Fall 2026	Tuition Fees	Program Fees	Housing: Homestay and Residences	Total with Homestay/Residences
Fall 2026 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Spring 2027 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Summer 2026 (6 credits)	$8,200	$1,400	$2,300	$11,900
TOTAL	**$41,200**	**$6,400**	**$13,300**	**$60,900**

Master of Arts in International Education Administration (MAIE)

Credits: 38 Duration: 12 months Start Date: Fall 2026	Tuition Fees	Program Fees	Housing: Homestay and Residences	Total with Homestay/Residences
Fall 2026 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Spring 2027 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Summer 2026 (6 credits)	$8,200	$1,400	$2,300	$11,900
TOTAL	**$41,200**	**$6,400**	**$13,300**	**$60,900**

Master of Arts in International Relations (MAIR)

Credits: 37 Duration: 12 months Start Date: Fall 2026	Tuition Fees	Program Fees	Housing: Homestay and Residences	Total with Homestay/Residences
Fall 2026 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Spring 2027 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Summer 2026 (6 credits)	$8,200	$1,400	$2,300	$11,900
TOTAL	**$41,200**	**$6,400**	**$13,300**	**$60,900**

Master of Arts in Media Studies (MAMS)

Credits: 37 Duration: 12 months Start Date: Fall 2026	Tuition Fees	Program Fees	Housing: Homestay and Residences	Total with Homestay/Residences
Fall 2026 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Spring 2027 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Summer 2026 (6 credits)	$8,200	$1,400	$2,300	$11,900
TOTAL	**$41,200**	**$6,400**	**$13,300**	**$60,900**

Master of Fine Arts (MFA)

Credits: 61 Duration: 24 months Start Date: Fall 2026	Tuition Fees	Program Fees	Housing: Homestay and Residences	Total with Homestay/Residences
Fall 2026 (12-18 credits) (Includes NSIC and J Term)	$16,500	$2,500	$5,500	$24,500
Spring 2027 (12-18 credits)	$16,500	$2,500	$5,500	$24,500
***Estimated Fall 2027 (12-18 credits)**	$16,500	$2,500	$5,500	$24,500
***Estimated Spring 2028 (12-18 credits)**	$16,500	$2,500	$5,500	$24,500
TOTAL	**$66,000**	**$10,000**	**$22,000**	**$98,000**

*** 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

General Payment Deadlines

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

Student balance is due before the start of the semester/term.

Program Start Date refers to the Arrival Date listed on the Academic Calendars page.

Failure to pay balance will result in restriction from housing, attending classes, and participating in student activities.

Students should not make travel arrangements until their balance is paid in full.

An unpaid balance could also result in financial and records holds.

A $300 late fee will be applied to the student's account if payment is not received by the due date indicated on the student invoice.

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

Past Due Balances

Please be advised of the following consequences of past due balances:

You may be responsible for collection agency fees, per annum interest and late fees, which can be a percentage of the outstanding balance.

The unpaid debt may be reported to credit bureaus, which could negatively impact your credit rating for several years. The collection agency may pursue further action, including legal remedies, to recover the debt.

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 $75 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.
- **Partner Pathways Program** - The Pathways Program provides a full-tuition scholarship towards any ACM graduate program for students who graduated from an IAU partner institution. Partner institutions are those who have a signed MOA with IAU, ACM's study abroad institute. Up to five students from the same institution are eligible each year and they must be nominated by a faculty or staff member from their university/college. Selected students are required to live in program housing, and will be responsible for housing costs throughout the duration of their program, as well as the Student Life fees. Cost related to travel to and from the program are also the responsibility of the student.
- **Partner Pathways students are required to stay in ACM program housing and are NOT eligible for the Work-Study Grant (WSG).**

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.

Stephen K. Mittelstet Transfer Scholarship

This scholarship will serve to support community college students who transfer to The American College of the Mediterranean to complete their bachelor's degree abroad. Established in 2021 in memory of Dr. Stephen K. Mittelstet by his daughters, Mary Amelia Sample and Amanda Claire Stuber, this scholarship furthers their father's mission to provide a global, diverse, and inclusive education to community college students. Dr. Mittelstet served as President of Richland College of the Dallas County Community College District from 1979-2010. Selected recipients will receive $4,000 for the academic year while enrolled in ACM's undergraduate degree program. The scholarship may be renewable for up to three years for undergraduate students, contingent on maintaining a minimum GPA of 3.0, continued enrollment, and active participation in community or cultural initiatives.

*Please note that your financial aid will automatically renew if you maintain a 3.0 GPA.

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 $5,000 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.

Work-Study Grant

ACM's Work-Study Grant (WSG) 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.

Eligibility and Compensation

President's Scholarship recipients must demonstrate financial hardship in order to be eligible for Work-Study Grants.
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 (orientation, receptions, lecture series, social media, etc.)
- Department of International Relations
- School of Art
- Café Med
- French Tutoring
- Provost's Office
- Wine Studies
- Custom Programs
- IT assistance for the ACM computer labs
- 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

Please see 2026-2027 Academic Year award amounts below:

Tier	Fall	Spring	Year Total	Application of Funds
1	$2,250	$2,250	$4,500	In exchange for 8-12 hours of work per week.
2	$3,250	$3,250	$6,500	In exchange for 12-15 hours of work per week.
3	$4,250	$4,250	$8,500	In exchange for 15-20 hours of work per week.

**Students will receive the amounts above per semester toward their tuition.*

Students pursuing Institutional Work Study should note:

- Application process takes place at the Work-Study Grant fair held the first week of the fall and spring semesters.
- Those interested in moving down a tier may do so after completion of their first semester.
- All Work-Study Grants will reflect as credit on student account.

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), Global Master of Business Administration (GMBA), 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

Academic Calendar 2026-2027

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 to 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 or INC 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 23rd, 2026)
Summer and Fall: Last Friday before Spring break (March 19th, 2027)

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

In accordance with the U.S. Department of Education's definition of a credit hour (34 CFR 600.2), the American College of the Mediterranean (ACM) defines one semester credit hour as no less than 45 hours of student academic engagement over the duration of a term. This total includes a combination of direct faculty instruction, experiential learning, and independent academic work, verified by evidence of student achievement and aligned with course learning outcomes.

The standard is based on the 50-minute academic hour, applied proportionally to the meeting pattern of each course, and is typically met in one of the following ways:

1. One hour of classroom or other direct faculty-led instruction and a minimum of two hours of student work outside of class each week for approximately fifteen weeks for one semester; or
2. An equivalent amount of total work as described above for other academic activities established by ACM, including required field studies, laboratory work, internships, and other experiential or independent learning activities leading to the award of credit hours.

Field studies are a mandatory component of ACM's curriculum and count toward the total direct faculty-led engagement for each course. Students are also expected to complete substantial reading, research, writing, and preparation outside of class and field activities.

Courses offered in alternative formats (e.g., January Term, summer sessions, hybrid or online delivery) are designed to

ensure an equivalent total of at least 45 hours of academic engagement per credit hour.

All credit-bearing courses, regardless of modality or term length, are reviewed through ACM's curriculum oversight processes to ensure compliance with this standard.

Drop/Add

With approval from their faculty advisor and/or home institution, students may request changes to their course selection during the drop/add period. All course changes must be approved through the Registrar before they are final. Requests must be completed by the end of the eighth day of the semester for fall and spring, or by the end of the third day of the term for J-Term and summer, in each case counting from the first day of class.

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.
- 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. However, ACM recognizes that exceptional circumstances may warrant consideration for exceptions. Students seeking to apply a pass/fail course toward 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 (the eighth week of classes for fall/spring semesters, or the end of the third week for six- or eight-week summer sessions). This decision may not be changed after that date.
- 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 through the withdrawal deadline, students may request to withdraw from a course by submitting the appropriate withdrawal form through the Registrar. Academic advisors may support the request, but withdrawals are not final until they have been reviewed and approved through the Registrar by the appropriate academic authority. Students who withdraw will receive a notation of "W" on their transcript.

For 6-week summer session courses, the withdrawal deadline is the end of the third week. For 3-week summer session courses, the withdrawal deadline is the end of the 10th day of the course.

Course Audit

A student may audit a class, in addition to their normal course load (15 credits), with the permission of the Dean and the professor, and on the condition that they attend the course on a regular basis throughout the semester. No grades are awarded for audited courses; however, a notation of the audit ("AU") may be entered on the student's transcript. This choice must be declared no later than the end of the drop/add period and may not be changed after that date.

Incompletes

A student may request an incomplete grade (INC) no later than the last day of regularly scheduled classes. An incomplete grade may be granted only in extraordinary extenuating circumstances, such as illness or a family emergency, and must be supported by appropriate documentation.

A professor may recommend approval or denial of the request, but a professor's recommendation alone does not grant the incomplete. Incomplete grades must be endorsed by the Dean and approved by the Provost before they are final. Simple failure to complete assigned work in a timely manner does not justify an incomplete grade.

Coursework must be completed satisfactorily within the regular semester immediately following the semester in which the incomplete was approved. Otherwise, the incomplete will convert to a permanent grade of "F."

Grading Policies

Retake a Course for Grade Replacement

The professor of the course assigns grades. Once a grade is posted, it is final except in cases of clerical or procedural error.

If a student receives a grade of C-, D, or F in a course, they may retake the course once in a later semester to improve their grade and earn credit. Under grade replacement, the original grade (C-, D, or F) remains on the transcript but is excluded from the cumulative GPA and credit totals, provided the new grade is equal to or higher than the original. If the new grade is lower, both grades are calculated into the GPA and credit totals.

Courses Designated "Repeatable for Credit"

Certain courses at ACM are designated as repeatable for credit, meaning students may enroll in them multiple times, regardless of the grade previously earned. Typical examples include:

- Internship
- Independent Study
- Special Topics
- Practicum, Research (Thesis/Capstone)

For repeatable courses:

- A student may repeat the course even if they earned an A in a previous enrollment.
- Each enrollment counts for additional credit toward degree requirements.
- Students may earn a maximum of 9 total credits per course.

Independent Study—299/399 (3 credits)

Following a conversation with their advisor, a student in good academic standing may request an Independent Study to explore an area of personal academic interest. Independent Study is granted only by exception and is intended for students who have demonstrated the academic preparation, maturity, and self-direction necessary to complete advanced independent work under faculty supervision.

An Independent Study must involve in-depth research and/or project work beyond the scope of regularly scheduled courses. It may not be used to avoid, replace, or recreate an existing course or degree requirement except in exceptional circumstances and with appropriate academic approval.

Students are encouraged to propose an Independent Study at least one semester in advance, as a full semester may be required to design the course, define its academic scope, and identify an appropriate faculty supervisor. Independent Study is repeatable for credit up to a maximum of 6 total credits, with permission.

Evaluation

Student performance will be evaluated through a combination of assessments and assignments. Common examples include:

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

Grading Scale

Percent Grade	ACM	4.0 Scale
95-100%	A	4.0
90-94%	A-	3.7
88-89%	B+	3.3
84-87%	B	3.0
80-83%	B-	2.7
78-79%	C+	2.3
74-77%	C	2.0
70-73%	C-	1.7
68-69%	D+	1.3
64-67%	D	1.0
60-63%	D-	1.0
0-59%	F	0.0

Grade Dispute Policy

ACM expects that most grievances regarding grades will be resolved informally between the professor and the student. If such informal discussions do not satisfy the student, the student wishing to dispute a final course grade must write and sign a petition addressed to the 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 that violate ACM's academic standards and policies.

Student Re-enrollment

A former student requesting to re-enter a program from which they previously withdrew must do so in writing. Supporting documentation (e.g., medical documentation, transcripts from other institutions, letters of recommendation) should be provided regarding the mitigating circumstances that caused the withdrawal, along with an explanation of the change in circumstances that will allow the student to successfully complete the program. A reinstatement committee, composed of faculty and administrators, shall review the request and notify the student of the decision within 30 days. 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 maintain their enrolled status.

A student must request the leave of absence in writing in advance of the beginning date of the leave 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 request, the start date of the leave, the expected date of return, and the reason for their request. Students will be expected to also submit appropriate supporting documentation (e.g., medical certificates, personal statements). Leave of absence requests will be reviewed by the appropriate Dean(s) and the Provost. The determination will be communicated in writing, and the student will be withdrawn from the program if they do not return on the notified date.

Any portion of tuition and fees that has not been utilized at the time the LOA occurs will be forwarded or 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 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 consecutive days 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, prorated 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's 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.

Academic Dishonesty

An act of academic dishonesty may be either a serious violation or an infraction. The professor or supervisor of the academic exercise has 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 of another's ideas, words, or work as one's own shall be considered a serious violation.
e) Misappropriation of Resource Materials. Any intentional and unauthorized taking or concealment of course or library materials shall be considered a serious violation if the purpose of the taking or concealment is to obtain exclusive use, or to deprive others of use, of such materials.
f) Unauthorized Access. Any unauthorized access to 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.

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 the 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 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 that 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:
   - expulsion from ACM;
   - suspension from ACM or any or all of ACM's 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;
   - letter of censure;
   - the requirement that additional courses or credits be taken as a prerequisite to graduation from ACM;
   - 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 alleged 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 that 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 understanding and adhering to all financial policies, obligations, and payment due dates related to their attendance at ACM.

Cancellation and Refund Before the Commencement of Classes:

100% refund of tuition

100% refund of Student Life fees

75% refund of housing

Summer housing costs are non-refundable

The $500 Enrollment deposit is non-refundable.

Cancellation and Refund After the Commencement of Classes:

Students will be responsible for 100% of tuition and Student Life fees.

Students in ACM housing are responsible for prorated housing costs.

Summer tuition, Student life fees and housing costs are non-refundable.

If a student is academically or administratively withdrawn from their program: no refund will be issued.

If a student is removed from housing due to misconduct: 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).

Fourteen 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. Fifty-four to fifty-six 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.

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, Ceramics, Studio Art, 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

Mediterranean Studies Requirement

Consistent with ACM's mission and institutional learning outcomes, **MED 101: Introduction to Mediterranean Studies (3 credits)** is a required component of the undergraduate curriculum and must be completed within a student's first year of enrollment. As the College's common academic experience, the course introduces students to the Mediterranean as a region whose histories, cultures, languages, political systems, artistic traditions, and contemporary issues illuminate broader questions of global diversity, intercultural exchange, and international citizenship. Through an interdisciplinary exploration of the Mediterranean, students develop the knowledge, perspectives, and cultural awareness that serve as a foundation for advanced study and reflect ACM's enduring commitment to international education, global engagement, and cross-cultural understanding.

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 ten 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
- Environmental 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. Each minor consists of 18 upper-level credits (six courses).

Minors allow students to gain hands-on experience in areas related to their field of study or to deepen their understanding of a secondary field. Minors are available to any currently enrolled bachelor's degree student, though the choice of a minor must be approved by the student's academic advisor before enrollment in minor-specific courses.

List of Minors

- Art History
- Business Administration
- Communication Studies
- Environmental Studies
- 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

Undergraduate Programs

Art History

The Bachelor of Arts in Art History at ACM provides students with a strong foundation in visual analysis, historical research, and critical interpretation, with a distinctive focus on Mediterranean visual and material culture. The program reflects the mission of the School of Art by encouraging students to see beyond their own perspectives, build bridges between cultures, and understand how art both shapes and reflects history, politics, religion, geography, and cultural identity.

Through coursework spanning prehistory to the contemporary period, students study major artistic periods, styles, monuments, and movements while connecting classroom learning to real-world experience. The Mediterranean region serves as both subject and classroom through local field studies, museum visits, regional travel, and engagement with artists, scholars, institutions, and cultural sites.

The program includes 124 total credits, composed of 55 credits in the ACM Core Curriculum, 48 credits in the Art History major, and 21 elective credits. Students also benefit from interdisciplinary and applied learning opportunities, including studio coursework, creative writing options, the Mediterranean Core Art Programs, curatorial projects, arts leadership coursework, and exhibition planning.

Graduates are prepared for graduate study in art history or related fields and leave the program with strong research, writing, visual analysis, and critical thinking skills that support academic, professional, and lifelong engagement with art and culture.

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:

Lower Division Art History Courses
3 credits required

- ART/ARH 201—Introduction to Art History: Prehistory to Modern Times (3 credits)

Upper Division Art History Courses
30 credits required

- ART/MUS 245—Music and the Sound of the Mediterranean (3 credits)
- ARH 303—Modern Art: Rebels and Icons (3 credits)
- ART/MSM 304—Curatorship: Theory and Practices (3 credits)
- MUS/SOC 307—Gender, Race, and Power in Music: From Stage to Society (3 credits)
- ARC/ARH 312—European and Mediterranean Prehistoric Art and Archaeology (3 credits)
- ARC/ARH 313—Powers and Identities in the Ancient Mediterranean (3 credits)
- ART/ARH 318—The Mediterranean Seminar: The Perception of the Mediterranean Through the Ages (3 credits)
- ART/ARH 319—The Mediterranean Seminar: The Perception of the Mediterranean in Modern and Contemporary Times (3 credits)
- ART/ARH 320—Picasso, Matisse, and the Mediterranean (3 credits)
- ARH/MSM 337—History of Museums: From Prehistoric Caves to the Louvre Abu Dhabi (3 credits)
- ART/ARH 340—The Mediterranean and Beyond: Cross-Cultural Studies in Medieval Art and Architecture (3 credits)
- ART/ARH 342—Artistic Encounters in the Mediterranean: Cross-Cultural Perspectives in European Art (3 credits)
- ART/ARH 364—Contemporary Art: Visual Representations of the Mediterranean (3 credits)
- ART/ARH 373—Renaissance Art and Architecture (3 credits)
- ART/ARH 381—The 19th Century and French Impressionism (3 credits)
- ART/ARH 382—Cézanne and Van Gogh (3 credits)
- ARH/MSM 391—Museums Today: Missions and Challenges (3 credits)
- ART 399—Independent Study (3 credits)

Studio Art Courses
9 credits required

- ART 108—Photography and Videography: Smartphones and Digital Cameras (3 credits)
- ART 111—Ceramics (3 credits)
- ART 112—Ceramics and Glazing (3 credits)
- ART 292— Altered Landscapes: Field Sketching and Image-making in Mixed Media (3 credits)
- ART 293— Drawing and Painting in the Mediterranean: Contemporary Experimentation (3 credits)
- ART 294— Altered Landscapes: Mixed Media and the Memory of Place (3 credits)

- ART 295— Drawing and Painting in the Mediterranean: Light, Color, and Form (3 credits)
- ART 305—Drawing into Painting (3 credits)
- ART 306—Drawing into Painting (3 credits)
- ART/BUS 327—Arts Administration: Cultural Management and Leadership (3 credits)

Creative Writing Courses
3 credits required

- LIT/ENG 277—Creative Writing: The Spirit of Place (3 credits)
- LIT/ENG 377—Creative Writing: The Spirit of Place (Intermediate) (3 credits)

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 integrated into 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 International Business Core Courses
9 credits required

- ECO 201—Introductory Microeconomics (3 credits)
- Liberal Arts Focused Electives—6 credits (student's choice)
- Independent Study Opportunity—Undertake an Independent Study (BUS 299/399) to conduct in-depth research on a subject of personal academic interest within Business or a related Liberal Arts field. Requires planning one semester in advance and permission from your advisor.

Upper Division International Business Core Courses
21 credits required

- BUS 301—International Business Today and Tomorrow (3 credits)
- BUS 303—Intercultural Management (3 credits)
- BUS 304—Business Ethics in the Global Market (3 credits)
- BUS 305—Global Marketing (3 credits)
- ECO 308—International Economics and the European Union (3 credits)
- FIN 300—Financial Management (3 credits)
- IRL/POL 303—International Relations (3 credits)

Upper Division International Business Elective Courses
18 credits required

- BUS 307—What is French Luxury Today? (3 credits)
- BUS/WGS 310—International Wine Business (3 credits)
- BUS/FRE 311—Business French (3 credits)
- BUS 314—The Global Fashion Industry in the Mediterranean (3 credits)
- BUS 323—The Business of Responsible Fashion (3 credits)
- BUS/ART 327—Arts Administration: Cultural Management and Leadership (3 credits)
- BUS/CLT 334—The Secrets to French Savoir Faire and How Legacy Becomes Excellence (3 credits)
- BUS/IRL 335—Strategic Communication and the Power of Storytelling (3 credits)
- BUS 336—Sustainable Entrepreneurship (3 credits)
- BUS/IRL 337—International Negotiations (3 credits)
- BUS/CLT 338—The Heart of French Perfume: Heritage, Craft, and Commerce (3 credits)
- MKT/WGS 302—Wine Marketing and Sensory Analysis (3 credits)
- ECO 304—Economic Globalization: Growth and Development (3 credits)
- INT 341—Internship (3 credits)

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. Students can further enhance their qualifications by earning a Certificate in French Language and Culture, ideal for returning to France or programs like TAPIF, or a Certificate in Translation and Publishing, which prepares them for a career in literary translation with practical knowledge of editorial jargon and copyright regulations. 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 French Courses
12 credits required

- FRE 151—Immersive Elementary French I then II (6 credits)
- FRE 251—Immersive Elementary French II then Intermediate French I (6 credits)
- FRE 252—Immersive Intermediate French I then II (6 credits)
- FRE 201—Intermediate French I (3 credits)
- FRE 202—Intermediate French II (3 credits)
- FRE 203—Intermediate-Advanced French (3 credits)
- FRE 211—Intermediate French: Living in France (3 credits)
- FRE/WGS 206—An Introduction to French Wine (1 credit)
- FRE/LIN 235—The Phonetics of Contemporary French: Introduction (3 credits)

Upper Division French Courses
24 credits required

Language Courses—6 credits required

- FRE 301—Advanced French I: Structure and Expression (3 credits)
- FRE 302—Advanced French II: Conversation and Composition (3 credits)
- FRE/LIN 335—The Phonetics of Contemporary French (3 credits)

- FRE/LIN 379—Deep-Dive into the French Language: History, Acquisition, and Learning (3 credits)
- FRE 401—Translation and Structure I: From Colloquial to Literary (3 credits)
- FRE 402—Translation and Structure II: From Colloquial to Literary (3 credits)
- FRE/LIN 412—Contemporary French: The Linguistics of Everyday Language (3 credits)

Cultural Courses—9 credits required

- FRE/SOC 306—Cross-Cultural Studies in Food and Culture (3 credits)
- FRE/BUS 311—Business French (3 credits)
- FRE/FLM 325—France as Seen Through its Movies: Post-WWII to the 1970s (3 credits)
- FRE/FLM 326—France as Seen Through its Movies: The 1980s to Today (3 credits)
- FRE/SOC 333—Contemporary France: Society, Politics, and Culture (3 credits)
- FRE 337—Certificate in French Language and Culture: Seminar (3 credits)
- FRE/HIS 348—Provençal History and Culture Through its Monuments (3 credits)
- FRE/POL 376—Contemporary French Identities (3 credits)

Literature Courses—9 credits required

- FRE/LIT 315—Introduction to French Literature (3 credits)
- FRE/LIT 344—French Children's Literature: Powers of Imagination from Picture Books to Young Adult Fiction (3 credits)
- FRE/LIT 345—French Children's Literature: Exploring French Culture Through Classics and Modern Classics (3 credits)
- FRE/LIT 362—Women and the Mediterranean: From the 16th to the 19th Century (3 credits)
- FRE/LIT 363—Women and the Mediterranean: From the 18th to the 21st Century (3 credits)
- FRE/LIT 383—Writing in the Mediterranean: The Meeting of Literature and Regional Culture (3 credits)
- FRE/POL 417—Dissent in the Mediterranean: From Albert Camus to Leïla Slimani (3 credits)
- FRE 470—Translation and Publishing I: Workshop (3 credits)
- FRE 471—Translation and Publishing II: Workshop (3 credits)

French Honors Program
7 credits required

Note: All BAFS students complete the following as required components of the major.

French Honors Seminar Course

- FRE/LIT 411—Cultural Approach of The Other: Honors Seminar (4 credits)

French Honors Capstone

- FRE 480—Capstone Course/Project (3 credits)

Internship Course (3 credits)

January Term Seminar (3 credits)

Total Major Credits: 49

International Relations

The Bachelor of Arts in International Relations (BAIR) at the American College of the Mediterranean prepares students to analyze and navigate the complex challenges of our interconnected world. Building on the Institute for American Universities' founding mission—training aspiring Foreign Service officers since the 1950s—the program develops future leaders equipped to make informed, ethical decisions in global affairs.

Students examine the political, cultural, and historical forces shaping our time while immersed in the Mediterranean, a region where Europe, Asia, and Africa converge. The curriculum emphasizes the interplay of diplomacy, security, human rights, and international political economy across this strategically vital space. Our accomplished faculty draw on their experience in global politics and deep knowledge of local cultures to help students understand the region's complexity from the inside.

ACM's main campus in Aix-en-Provence, together with locations in Spain, Italy, and Morocco, positions students at the crossroads of continents and cultures. Graduates gain the knowledge and skills necessary for careers in diplomacy, international organizations, human rights advocacy, global business, policy research, and graduate study.

Learning Outcomes

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

- Analyze the key issues, mechanisms, and drivers of international relations in both global and Euro-Mediterranean contexts;
- Differentiate between the various theoretical, ethical, and operational schools of thought that motivate global actors;
- Evaluate contrasting perspectives on multilateral cooperation, conflict resolution, and global justice, with particular attention to North America, Europe, and the MENA region;
- Demonstrate analytical and critical thinking skills by evaluating key global challenges and synthesizing 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;
- Formulate informed, ethical, and pragmatic policy responses to contemporary global challenges.

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

Lower Division International Relations Courses
9 credits required

- POL 105—Introduction to Political Science
- IRL 103—International Relations
- PHI/POL 112—Ethics in Society

Upper Division International Relations Courses
36 credits required (up to 9 upper-division credits may be taken in an approved course in a related field)

- IRL/POL 303—International Relations (3 credits)
- BUS 303—Intercultural Management (3 credits)
- IRL/POL 305—U.S. Diplomacy in an Age of Change: Case Studies and Practical Exercises (3 credits)
- POL 307—The European Union: Integration, Enlargement, Unity (3 credits)
- IRL/POL 308—Geopolitics of the Mediterranean Basin: Security in a Diverse Region (3 credits)
- POL/ENS 309—Global Environmental Politics (3 credits)
- PHI/POL 312—Ethics in Society (3 credits)
- IRL/COM 316—Media and Conflict (3 credits)
- IRL/POL 318—The Israeli-Palestinian Conflict (3 credits)
- PHI/POL 319—Contemporary Political Philosophy (3 credits)
- HIS/POL 321—French Colonialism in the Middle East and North Africa (3 credits)
- POL/COM 322—Contemporary French Politics (3 credits)
- IRL/MED 323—Migrations, Borders, Hospitality (3 credits)
- IRL/ENS 334—European Union Environmental Politics (3 credits)
- IRL/BUS 335—Strategic Communication and the Power of Storytelling (3 credits)
- IRL/BUS 337—International Negotiations (3 credits)
- IRL/POL 360—The International Law and Politics of Armed Conflict (3 credits)
- FRE/POL 376—Contemporary French Identities (3 credits)
- POL/FRE 417—Dissent in the Mediterranean: From Albert Camus to Leïla Slimani (3 credits)
- IRL/PHI 448—Global Justice (3 credits)

Upper-Division Electives in Related Fields

- FRE/SOC 333—Contemporary France: Society, Politics, and Culture (3 credits)
- Any BUS, ECO, or HIS course listed in this catalog (except Business French)

IRL 490—International Relations Capstone (3 credits)

The International Relations Capstone is a rigorous project-based course that serves as the culminating experience for the major. Students are required to synthesize theoretical frameworks and methodological approaches acquired throughout their coursework to produce a significant piece of original scholarship or a professional policy analysis.

Working in weekly one-on-one or small-group consultations with a faculty advisor, students will design, research, and execute a substantial project. This project must demonstrate a mastery of international relations, including the ability to construct a coherent argument, critically engage with primary and secondary sources, and address a salient question concerning cross-border phenomena—whether examining interactions among states, international organizations, non-state actors, or global forces.

Project Options:

Students may produce:

- A scholarly research paper (8,000–10,000 words) suitable for presentation at an undergraduate conference or as a writing sample for graduate school.
- A portfolio of 4-5 policy briefs (each approximately 1,500–2,000 words) or a series of op-ed articles clustered around a common theme in global affairs.
- Alternative Media Project: With prior approval from the faculty advisor and the School of Global Affairs, students may propose a sophisticated media project (e.g., a documentary film, a podcast series, or an educational website). This option requires a parallel academic scaffold, including a full literature review, a project bibliography, and a final analytical memo (approximately 4,000 words) that explicitly grounds the creative work in foundational international relations theories, debates, and literature. The written component will be weighted equally with the media project in the final assessment.

January Term Seminar (3 credits)

Total Major Credits: 51

Studio Art

The Bachelor of Arts in Studio Art at ACM provides students with a strong foundation in studio practice, visual analysis, art history, and critical studies within the rich artistic context of Aix-en-Provence, the South of France, and the Mediterranean region. The program helps students develop critical thinking and analytical skills as they learn to see: to observe the visible world with discovery, recognition, and discernment, and to transform that vision into art.

Through museum study, portraiture, model work, still life, landscape, and engagement with natural and artistic forms, students build a deeper understanding of the relationship between observation, perception, material practice, and creative expression. Students develop core competencies in drawing and painting while exploring media such as mixed media, ceramics, photography, videography, advanced drawing, and advanced painting.

The program includes 124 total credits, composed of 55 credits in the ACM Core Curriculum, 51 credits in the Studio Art major, and 18 elective credits. Through studio coursework, art historical study, field studies, exhibition planning, Arts Administration coursework, and engagement with artists and cultural institutions, students connect creative practice to historical, contemporary, professional, and cross-cultural frameworks.

Graduates are prepared for continued artistic development, graduate study, and professional pathways in the visual arts. They leave the program with foundational studio skills, experience across multiple media, strong critical, visual, and analytical abilities, and a deeper understanding of the role of art in personal, academic, professional, and cultural life.

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 Studio Art Courses

12 credits required

- ART 100—Drawing I Foundation (3 credits)
- ART 108—Photography and Videography: Smartphones and Digital Cameras (3 credits)
- ART 111—Ceramics (3 credits)
- ART 112—Ceramics and Glazing (3 credits)
- ART 130—Painting I Foundation (3 credits)
- ART 200—Drawing II Intermediate (3 credits)
- ART 230—Painting II Intermediate (3 credits)

Upper Division Studio Art Courses

21 credits required

- ART 292— Altered Landscapes: Field Sketching and Image-making in Mixed Media (3 credits)
- ART 293— Drawing and Painting in the Mediterranean: Contemporary Experimentation (3 credits)
- ART 294— Altered Landscapes: Mixed Media and the Memory of Place (3 credits)
- ART 295— Drawing and Painting in the Mediterranean: Light, Color, and Form (3 credits)
- ART 300—Drawing III Advanced I (3 credits)
- ART 305—Drawing into Painting (3 credits)
- ART 306—Drawing into Painting (3 credits)
- ART 330—Painting III Advanced I (3 credits)
- ART 350—Painting III Advanced II (3 credits)
- ART 399—Independent Study (3 credits)
- ART 400—Drawing III Advanced II (3 credits)
- ART/BUS 327—Arts Administration: Cultural Management and Leadership (3 credits)

Upper Division Art History Courses

6 credits required

- ART/MUS 245—Music and the Sound of the Mediterranean (3 credits)
- ARH 303—Modern Art: Rebels and Icons (3 credits)
- ART/MSM 304—Curatorship: Theory and Practices (3 credits)
- MUS/SOC 307—Gender, Race, and Power in Music: From Stage to Society (3 credits)
- ARC/ARH 312—European and Mediterranean Prehistoric Art and Archaeology (3 credits)
- ARC/ARH 313—Powers and Identities in the Ancient Mediterranean (3 credits)
- ART/ARH 320—Picasso, Matisse, and the Mediterranean (3 credits)

- ARH/MSM 337—History of Museums: From Prehistoric Caves to the Louvre Abu Dhabi (3 credits)
- ART/ARH 340—The Mediterranean and Beyond: Cross-Cultural Studies in Medieval Art and Architecture (3 credits)
- ART/ARH 342—Artistic Encounters in the Mediterranean: Cross-Cultural Perspectives in European Art (3 credits)
- ART/ARH 364—Contemporary Art: Visual Representations of the Mediterranean (3 credits)
- ART/ARH 373—Renaissance Art and Architecture (3 credits)
- ART/ARH 381—The 19th Century and French Impressionism (3 credits)
- ART/ARH 382—Cézanne and Van Gogh (3 credits)
- ARH/MSM 391—Museums Today: Missions and Challenges (3 credits)

Art Criticism/Mediterranean Seminars
6 credits required

- ART/ARH/PHI 309—Art Criticism and Aesthetics Seminar I (3 credits)
- ART/ARH/PHI 310—Art Criticism and Aesthetics Seminar II (3 credits)
- ART/ARH 318—The Mediterranean Seminar: The Perception of the Mediterranean Through the Ages (3 credits)
- ART/ARH 319—The Mediterranean Seminar: The Perception of the Mediterranean in Modern and Contemporary Times (3 credits)

Creative Writing Courses
3 credits required

- LIT/ENG 277—Creative Writing: The Spirit of Place (3 credits)
- LIT/ENG 377—Creative Writing: The Spirit of Place (Intermediate) (3 credits)

January Term Seminar (3 credits)

Total Major Credits: 51

Political Science

The Bachelor of Arts in Political Science (BAPS) at the American College of the Mediterranean (ACM) offers students a distinctive approach to the study of politics, one rooted in the program's unique location and institutional legacy. ACM, the degree-granting institution, carries forward the academic tradition of the Institute for American Universities (IAU)—founded in 1957 with a mission to prepare Americans for careers in the Foreign Service and State Department. This diplomatic heritage infuses the Political Science major with a practical, policy-oriented perspective that remains central to its identity.

Political Science at ACM is not studied from a distance. Students examine political systems, international relations, and public policy while immersed in a region that serves as a living laboratory. The curriculum emphasizes the politics of Europe, France, and the Mediterranean Basin—a region of profound strategic, cultural, and historical significance. Students engage with the political dynamics of North Africa, the Middle East, and Southern Europe through coursework taught by accomplished faculty whose research and professional experience span these areas. Many faculty members are themselves former diplomats, journalists, and practitioners who bring real-world expertise into the classroom.

With its main campus in Aix-en-Provence and additional locations in Barcelona and Morocco, ACM leverages its Mediterranean position to provide an education that is both globally informed and regionally grounded. The major equips students with the analytical tools to understand power, institutions, and political behavior across diverse contexts. Graduates emerge with:

- A strong foundation in political theory, comparative politics, and international relations
- Deep regional expertise in European and Mediterranean politics
- The ability to construct sophisticated arguments and analyze complex political problems
- Practical experience engaging with political issues in a global context

Whether pursuing careers in government, international organizations, law, journalism, non-profits, or graduate study, ACM political science graduates enter the global workforce with a wealth of experiential knowledge and a truly international perspective.

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 Political Science Courses
9 credits required

- IRL 103—International Relations
- POL 105—Introduction to Political Science
- POL/PHI 112—Ethics in Society

Upper Division Political Science Courses
36 credits required (up to 9 upper-division credits may be taken in an approved course in a related field)

- POL/IRL 303—International Relations (3 credits)
- POL 307—The European Union: Integration, Enlargement, Unity (3 credits)
- POL 308—Geopolitics of the Mediterranean Basin: Security in a Diverse Region (3 credits)
- POL/ENS 309—Global Environmental Politics (3 credits)
- POL/PHI 312—Ethics in Society (3 credits)
- POL/IRL 318—The Israeli-Palestinian Conflict (3 credits)
- POL/PHI 319—Contemporary Political Philosophy (3 credits)
- POL/HIS 321—French Colonialism in the Middle East and North Africa (3 credits)
- POL 322—Contemporary French Politics (3 credits)
- POL 360—The International Law and Politics of Armed Conflict (3 credits)
- POL/FRE 376—Contemporary French Identities (3 credits)
- POL/FRE 417—Dissent in the Mediterranean: From Albert Camus to Leïla Slimani (3 credits)
- HIS 301—Europe: From the Invention of Cinema to Trench Warfare (3 credits)
- HIS 303—France and Europe in the Cold War (3 credits)
- HIS/SOC 304—Muslim Presence in Europe (3 credits)
- IRL 305—US Diplomacy in an Age of Change: Case Studies and Practical Exercises (3 credits)
- IRL/COM 316—Media and Conflict (3 credits)
- IRL/MED 323—Migrations, Borders, Hospitality (3 credits)
- IRL/ENS 334—European Union Environmental Politics (3 credits)
- IRL 448—Global Justice (3 credits)

Upper-Division Electives in Related Fields

- FRE/SOC 333—Contemporary France: Society, Politics, and Culture (3 credits)
- Any BUS, ECO, or HIS course listed in this catalog (except Business French)

POL 490—Political Science Capstone (3 credits)

The Political Science Capstone is a rigorous project-based course that serves as the culminating experience for the major. Students are required to synthesize theoretical frameworks and methodological approaches acquired throughout their coursework to produce a significant piece of original scholarship or a professional policy analysis.

Working in weekly one-on-one or small-group consultations with a faculty advisor, students will design, research, and execute a substantial project. This project must demonstrate a mastery of political inquiry, including the ability to construct a coherent argument, critically engage with primary and secondary sources, and address a salient political question or public problem.

Project Options:

Students may produce:

- A scholarly research paper (8,000–10,000 words) suitable for presentation at an undergraduate conference or as a writing sample for graduate school.
- A portfolio of 4-5 policy briefs (each approximately 1,500–2,000 words) or a series of op-ed articles clustered around a common political issue.
- Alternative Media Project: With prior approval from the faculty advisor and the School of Global Affairs, students may propose a sophisticated media project (e.g., a documentary film, a podcast series, or an educational website). This option requires a parallel academic scaffold, including a full literature review, a project bibliography, and a final analytical memo (approximately 4,000 words) that explicitly grounds the creative work in foundational political science theories, debates, and literature. The written component will be weighted equally with the media project in the final assessment.

January Term Seminar (3 credits)

Total Major Credits: 51

Communication Studies

The Bachelor of Arts in Communication Studies (BACS) at the American College of the Mediterranean prepares students to become strong, ethical communicators with a global mindset. Students gain the intellectual and practical skills to understand how communication shapes cultures, industries, and international relations, and how to use those skills to navigate an interconnected world.

Our curriculum is organized around four core areas:

- Media and Representation: How journalism, film, and visual culture shape our understanding of identity, conflict, and history.
- Cultural Heritage and Storytelling: How brands, museums, and institutions communicate tradition, authenticity, and value.
- Creative Expression: How writing, photography, and the arts capture and convey the spirit of place.
- Strategic Communication: How organizations craft messages, build relationships, and navigate global audiences.

Students learn to become adept speakers, writers, and critical thinkers who ask thoughtful questions, collaborate across differences, and solve problems in real-world contexts. They apply these skills through hands-on learning, from analyzing how French luxury brands tell their stories to studying media representation in the Mediterranean to developing their own creative voice through writing and visual arts.

Graduates leave prepared for careers in journalism, marketing, public relations, corporate communication, and the heritage and luxury industries, or for graduate study in media, international relations, and law.

Learning Outcomes

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

- Analyze how media, visual culture, and historical narratives shape identity and influence public discourse across different cultural contexts.
- Craft clear, ethical, and strategically sound messages for diverse audiences and platforms, from global brands to nonprofit organizations.
- Collaborate effectively across cultural differences to solve problems and achieve collective goals in professional and civic settings.
- Evaluate how cultural heritage and storytelling traditions are used by institutions and industries to communicate authenticity and value in global markets.
- Express ideas with creativity and precision through writing, visual media, and oral communication, adapting style and tone to purpose and audience.

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

Lower Division Communication Studies Courses
15 credits required

- COM/THE 290—Public Speaking Through Theatre (3 credits)
- ART 108—Photography and Videography: Smartphones and Digital Cameras (3 credits)
- ART/ARH 201—Introduction to Art History: Prehistory to Modern Times (3 credits)
- ART/ARH 342—Artistic Encounters in the Mediterranean: Cross-Cultural Perspectives in European Art (3 credits)
- LIT/ENG 277—Creative Writing: The Spirit of Place (3 credits)
- LIT/ENG 377—Creative Writing: The Spirit of Place (Intermediate) (3 credits)

Upper Division Communication Studies Courses
30 credits required

- COM/LIT 312—Provencal Culture: From Myth to Media (3 credits)
- COM/HIS 314—France During the Occupation: 1939-1945 (3 credits)
- COM/IRL 316—Media and Conflict (3 credits)
- COM/POL 322—Contemporary French Politics (3 credits)
- COM/LIT 375—The European City in Literature and the Visual Arts (3 credits)
- BUS/CLT 334—The Secrets to French Savoir Faire and How Legacy Becomes Excellence (3 credits)
- BUS/IRL 335—Strategic Communication and the Power of Storytelling (3 credits)
- FRE/FLM 325—France as Seen Through its Movies: Post-WWII to the 1970s (3 credits)
- FRE/FLM 326—France as Seen Through its Movies: The 1980s to Today (3 credits)
- FRE/SOC 333—Contemporary France: Society, Politics, and Culture (3 credits)
- FRE/LIT 344—French Children's Literature: Powers of Imagination from Picture Books to Young Adult Fiction (3 credits)

- FRE/LIT 345—French Children's Literature: Exploring French Culture Through Classics and Modern Classics (3 credits)
- ART/ARH 381—The 19th Century and French Impressionism (3 credits)
- ART/ARH 382—Cézanne and Van Gogh (3 credits)
- FRE/POL 417—Dissent in the Mediterranean: From Albert Camus to Leïla Slimani (3 credits)

January Term Seminar (3 credits)

Total Major Credits: 48

Mediterranean Studies

The Bachelor of Arts in Mediterranean Studies at the American College of the Mediterranean prepares students to understand one of the world's most complex and influential regions. Building on the academic tradition of ACM and its study abroad institute, IAU, founded in 1957 by diplomats to prepare Americans for careers in foreign service, the program offers an interdisciplinary approach to the study of the Mediterranean basin, its cultures, and its global significance.

Our location in Aix-en-Provence places students at the heart of the region, with direct access to the historical sites, contemporary debates, and cultural communities that define the Mediterranean today.

The curriculum is organized around four core areas:

- History and Heritage: How ancient civilizations, empires, and religious traditions have shaped the region and continue to inform contemporary identity.
- Arts and Culture: How literature, visual arts, architecture, and music express the values and creative spirit of Mediterranean societies.
- Society and Politics: How modern nations navigate migration, identity, and international relations in a contested region.
- Language, Identity, and Exchange: How language shapes belonging, access, and connection across the Mediterranean. All students complete coursework in French and Arabic, with opportunities to study Italian or Spanish at ACM's satellite campuses.

Students learn through rigorous coursework and hands-on experience, from archaeological fieldwork to museum studies to analysis of heritage industries. Required study trips to Rome, Paris, Barcelona, and Morocco deepen their understanding of how Mediterranean cultures have influenced one another across centuries.

Graduates leave prepared for careers in international relations, cultural heritage management, education, journalism, diplomacy, and non-governmental organizations, or for graduate study in history, archaeology, political science, and cultural studies.

Learning Outcomes

Graduates of the Mediterranean Studies program will be able to:

- Describe the cultural, geographic, and environmental features that distinguish the Mediterranean as a region.
- Analyze Mediterranean cultural, historical, literary, and political contexts and developments that have shaped Mediterranean societies.
- Evaluate cross-cultural exchanges between Mediterranean regions and how they have influenced art, architecture, and 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 Courses
15 credits required

- MED 101—Introduction to Mediterranean Studies (3 credits)
- ARA 101—Elementary Modern Standard Arabic I (3 credits)
- ARA 102—Elementary Modern Standard Arabic II (3 credits)
- ARA 201—Intermediate Arabic I (3 credits)
- ARA 202—Intermediate Arabic II (3 credits)
- ENS 200—Ecology of the Mediterranean (3 credits)
- MED/CLT 201—Mediterranean Cultural Traditions (3 credits)
- ART/ARH 201—Introduction to Art History: Prehistory to Modern Times (3 credits)
- HIS/WGS 270—Food Culture in Provence, France, and the Mediterranean (3 credits)
- LIT/ENG 277—Creative Writing: The Spirit of Place (3 credits)
- LIT/ENG 377—Creative Writing: The Spirit of Place (Intermediate) (3 credits)

Upper Division Mediterranean Studies Courses
30 credits required

- MED/IRL 323—Migrations, Borders, Hospitality (3 credits)
- MED/SOC 352—Mediterranean Identities and Cultures Through the Lens of Museums (3 credits)
- ARH/ARC 312—European and Mediterranean Prehistoric Art and Archaeology (3 credits)
- ARH/ARC 313—Powers and Identities in the Ancient Mediterranean (3 credits)
- ARH/ART 320—Picasso, Matisse, and the Mediterranean (3 credits)
- ARH/ART 342—Artistic Encounters in the Mediterranean: Cross-Cultural Perspectives in European Art (3 credits)
- ARH/ART 382—Cézanne and Van Gogh (3 credits)
- ARC/ENS 338—The Development of Mediterranean Civilizations: A Landscape Archaeological Approach (3 credits)
- COM/LIT 312—Provencal Culture: From Myth to Media (3 credits)
- COM/HIS 314—France During the Occupation: 1939-1945 (3 credits)
- HIS/SOC 304—Muslim Presence in Europe (3 credits)
- HIS/POL 321—French Colonialism in the Middle East and North Africa (3 credits)
- FRE/LIT 345—French Children's Literature: Exploring French Culture Through Classics and Modern Classics (3 credits)
- FRE/HIS 348—Provençal History and Culture Through its Monuments (3 credits)
- FRE/LIT 362—Women and the Mediterranean: From the 16th to the 19th Century (3 credits)
- FRE/LIT 363—Women and the Mediterranean: From the 18th to the 21st Century (3 credits)
- FRE/LIT 383—Writing in the Mediterranean: The Meeting of Literature and Regional Culture (3 credits)
- POL/IRL 308—Geopolitics of the Mediterranean Basin: Security in a Diverse Region (3 credits)
- REL 311—Early Christianity in Europe (3 credits)
- MED 400—Capstone Study (3 credits)
- FRE/POL 417—Dissent in the Mediterranean: From Albert Camus to Leïla Slimani (3 credits)

January Term Seminar (3 credits)

Total Major Credits: 48

Environmental Studies

The Bachelor of Arts in Environmental Studies (BAES) at the American College of the Mediterranean prepares students to understand and address complex environmental challenges through an integrated liberal arts lens. The field of Environmental Studies is inherently multidisciplinary, examining the dynamics of the Earth's physical, biological, and social systems. The major provides students with a robust scientific foundation alongside the critical tools to interpret and evaluate the human-environment relationship. The program addresses the multifaceted dimensions of contemporary environmental issues by integrating natural science rigor with policy, economics, and ethics. Leveraging ACM's strategic location in Southern France and its interdisciplinary tradition, it prepares graduates for growing careers in environmental analysis, sustainability consulting, policy, field research, and graduate study.

Learning Outcomes

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

- Explain the scientific principles governing environmental processes and their interaction with human systems.
- Integrate knowledge from natural and social sciences to evaluate global environmental challenges.
- Critically analyze environmental theories and practices and creatively propose evidence-based solutions.
- Communicate complex environmental issues effectively to diverse audiences through advanced writing and oral presentation.
- Apply quantitative, laboratory, and field-based methods to assess environmental data and problems.

Major Requirements

The Environmental Studies major requires the completion of 51 credits, which include lower-division core courses (15 credits), upper-division core courses (30 credits), a capstone (3 credits), and a January Term seminar (3 credits). Students must also fulfill the ACM Core Curriculum requirements.

Lower Division BAES Courses
15 credits required

- MTH 101—College Math: An Applied Approach (3 credits)
- ENS 200—Ecology of the Mediterranean (3 credits)
- ENS 201—Principles of Environmental Systems Science (3 credits)
- POL/IRL 303—International Relations (3 credits)
- PHI/POL 312—Ethics in Society (3 credits)

- BUS 301—International Business Today and Tomorrow (3 credits)
- ECO 201—Introductory Microeconomics (3 credits)

Upper Division BAES Courses
30 credits required

**Courses numbered 3XX are under development and expected to be offered on a rotating basis. Substitutions may be approved by the program director.*

- ENS/POL 309—Global Environmental Politics (3 credits)
- ECO 304—Economic Globalization: Growth and Development (3 credits)
- ENS/IRL 334—European Union Environmental Politics (3 credits)
- BUS 336—Sustainable Entrepreneurship (3 credits)
- BUS 323—The Business of Responsible Fashion (3 credits)
- ENS/ARC 338—The Development of Mediterranean Civilizations: A Landscape Archaeological Approach (3 credits)
- ENS/WGS 360—Developing Sustainable Food Systems (3 credits)
- ENS/WGS 380—Applied Sustainable Viticulture (3 credits)
- ENS/WGS 385—The Art and Science of Applied Winemaking (3 credits)
- ENS/WGS 185L—The Art and Science of Applied Winemaking Lab (1 credit)
- POL/IRL 308—Geopolitics of the Mediterranean Basin: Security in a Diverse Region (3 credits)
- POL/IRL 360—The International Law and Politics of Armed Conflict (3 credits)
- ENS/POL 3XX—International Law and Institutions in the Age of Sustainability (3 credits)
- ENS/ARC 3XX—Environmental Archaeology (3 credits)
- ENS/PHI 3XX—Environmental Ethics (3 credits)
- ENS/WGS 3XX—Soil Science (3 credits)

BAES Capstone Requirement (3 credits)
In their final year, students complete one or more of the following tracks:

- **ENS 401 Capstone: Independent Study** – A creative, academically-grounded project. Examples include producing a documentary film or podcast series; creating an eco-art installation or illustrated field guide; designing a sustainable product prototype or data visualization tool; or developing an environmental education campaign.
- **ENS 402 Capstone: Research Project** – A major research project culminating in a written thesis and oral defense.
- **ENS 403 Capstone: Internship** – A professional internship with an organization, NGO, or company, accompanied by a substantive analytical report.

Experiential Learning
To bridge theory and practice, a defining feature of the major is its commitment to integrating academic and hands-on learning. Fieldwork and lab components are embedded in courses such as Ecology of the Mediterranean and The Art and Science of Applied Winemaking. The European Union Environmental Politics course includes a required field trip to Brussels to engage with policymakers, and the Global Environmental Politics course features a field study in Geneva.

January Term Seminar (3 credits)

Total Major Credits: 51

Self-Designed Field of Study
The Self-Designed Field of Study at The American College of the Mediterranean empowers students to chart their own academic journey, combining diverse disciplines to suit their unique interests and aspirations. Under the guidance of their faculty advisors, students 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 coursework, 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 understanding of multifaceted global challenges.
- Communicate integrative thinking with clarity and versatility—Tailor arguments, narratives, and creative projects to diverse audiences and media, including written, oral, visual, and digital formats, while 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** Archaeology	**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 Studies	**SOC** Sociology	**SPA** Spanish	**THE** Theatre
WGS Wine and Gastronomy Studies					

Undergraduate Course Descriptions

All courses are 3 credits unless otherwise noted. Courses may be cross-listed across disciplines and may fulfill core requirements, though a single course cannot fulfill more than one core requirement. FRE, SPA, and ARA courses are conducted in French, Spanish, or Arabic; some are cross-listed with non-language disciplines. Completion of the 202-level (or equivalent) is required for enrollment in any 300-level language course. Courses with a term designation (Fall, Spring, Summer) are offered only in that term.

Archaeology

ARC/ARH 312—European and Mediterranean Prehistoric Art and Archaeology – Fall Term

This course deals with the apparition and 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 the birth of leadership, and ancient religious beliefs (shamanism, Mother Goddess worship, solar cults). Typically includes excursions to sites in Provence.

ARC/ARH 313—Powers and Identities in the Ancient Mediterranean – Spring Term

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, Marseilles).

ARC/ENS 338—The Development of Mediterranean Civilizations: A Landscape Archaeological Approach

This course explores the intricate relationships between human societies and the environment in the Mediterranean from prehistory to the end of the Roman Empire. Adopting a "landscape approach," it examines how peoples such as the Greeks, Minoans, Mycenaeans, Etruscans, Phoenicians, and Romans shaped and were shaped by their environments. Topics include the transition to farming, Bronze Age cultures, catastrophic events and climate change, the myth of Atlantis, and the fall of Rome. The course also considers economies, religious systems, and how diverse groups engaged with the region's natural environments.

Arabic

ARA 101—Elementary Modern Standard Arabic I

For students with no previous knowledge of Arabic. This course introduces the Arabic alphabet (28 letters), short and long vowels, and essential signs (sukûn, shadda, hamza, madda, tanwîn). Students learn to recognize lunar and solar letters, form words with three consonants, use the definite article (al-), distinguish masculine and feminine nouns and adjectives, and understand indefinite nouns (tanwîn). By the end, students will be able to greet others, introduce themselves, say their name and nationality, use singular personal pronouns and the basic present tense, and read and write simple words and phrases.

ARA 102—Elementary Modern Standard Arabic II

Building on ARA 101, this course moves from simple phrases to full sentences — both nominal and verbal. Students will master the present and future tenses with singular pronouns, including negation with لا. Grammar points include noun-adjective agreement, addition/annexation (iḍāfa), the negative nominal sentence with ليس, interrogatives, prepositions, demonstratives, and coordination. Vocabulary covers countries, nationalities, family, numbers (up to 100), months, housing, neighborhoods, cities, and landscapes. Through role-playing, listening, writing, and reading exercises, students will apply these structures to real-life situations.

ARA 201—Intermediate Arabic I

This course bridges elementary and intermediate Arabic. Students will master the present, future, and past tenses across all pronouns, including negation with لن, لا, and لم. Grammar includes verb derivation (causative, intensive, and reciprocal patterns), the three grammatical cases (nominative, accusative, genitive), word order, interrogatives, coordination and indirect prepositions, adverbs, adjectives, numbers, subject-verb agreement, regular noun plurals, simple annexation (iḍāfa), active and passive participles, possessive expressions, comparison, and the verbal noun. Through role-playing, translation, reading, and real-life oral practice, students will move from elementary to solid intermediate proficiency.

ARA 202—Intermediate Arabic II

Building directly on ARA 201, this course deepens students' command of Modern Standard Arabic with a focus on irregular noun and adjective plurals, complex annexation, the subjunctive mood (أن + verb), and derivation (active and passive participles, verbal nouns). Students will also review and expand their use of present, future, and past tenses across all pronouns, including advanced negation. Through role-playing, translation, oral expression activities, and real-life applications, students will apply these structures to everyday situations. By the end, students will be prepared for advanced Arabic coursework.

Art

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 309/310 are co-requisites.

ART 107—Painting and Drawing I Foundation – Summer Term

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 108—Photography and Videography: Smartphones and Digital Cameras

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 111—Ceramics – Fall Term

This introductory-level studio course in ceramics gives students an understanding of clay as a material through the creation of functional forms and tableware. Students will learn the fundamentals of clay manipulation, with an emphasis on consistent wheel-throwing techniques, repeated forms, and the relationship between form and use. Through hands-on studio practice, students will gain the skills to create ceramic objects with greater control, balance, and consistency. Students will also develop an understanding of design, aesthetics, and the creative process within the development of functional clay forms.

ART 112—Ceramics and Glazing – Spring Term

Building from the basic handling of clay, this course focuses on three-dimensional ceramic forms, surface treatment, and glaze application. Students will learn ceramic techniques and aesthetics through throwing, hand construction, texture, color, and finish. Emphasis is placed on exploring how surface and form work together to shape the visual and expressive qualities of ceramic objects. Through both functional and non-functional works, students will develop an understanding of design, aesthetics, and the creative process in ceramics.

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 309/310 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 309/310 are co-requisites.

ART/ARH 201—Introduction to Art History: Prehistory to Modern Times

This course provides a broad survey of art history from prehistoric times to the modern era, introducing students to key artworks, movements, and cultural contexts. This course aims to develop a solid foundation in art historical concepts, methods, and vocabulary. Through illustrated lectures, readings, discussions, and site visits, students will learn to critically analyze visual material, appreciate the cultural significance of art, and understand how works of art reflect and shape the societies that produce them. By the end of the semester, students will have gained the skills and knowledge to thoughtfully engage with art, its histories, and its ongoing influence in the world.

ART 207—Painting and Drawing II Intermediate – Summer Term

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 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 309/310 are co-requisites.

ART/MUS 245—Music and the Sound of the Mediterranean

This course introduces students, through presentation, active listening, engaging in musical activity, and creative workshops, to a selected variety of Mediterranean music repertoire. It explores the music and sound of vernacular and scholarly musical art forms within their social, cultural, geographical, historical, and political context. The course is not intended only for students with a prior musical background; it is open to all students.

ART 292— Altered Landscapes: Field Sketching and Image-making in Mixed Media – Fall Term

Field sketching is the starting point for this mixed media course on place, observation, and visual transformation. Aix-en-Provence and its surroundings will become source material as students draw from direct experience and build a foundation of images from the local landscape. Through experimentation with collage, transfers, cut-up techniques, color, line, and form, students will develop a visual language for representing space, memory, and environment. The course emphasizes observation, image-building, and creative experimentation as students transform field sketches and visual research into larger, more complex two-dimensional works.

ART 293— Drawing and Painting in the Mediterranean: Contemporary Experimentation – Fall Term

This studio course explores drawing and painting through techniques used by modern and contemporary artists connected to the Mediterranean region. Students will experiment with color, line, layering, mark making, and composition while considering how artistic methods travel across cultures and continue to influence contemporary art today. Through a series of drawing and painting projects, students will test how different techniques can change the structure, mood, and meaning of an artwork. The course considers examples ranging from the vibrant color and line work of Henri Matisse to the layered compositions of Bechir Boussandel, the drawings of Aymen Mbarki, the pointillism of Paul Signac, and the introspective works of Ymen Berhouma.

ART 294— Altered Landscapes: Mixed Media and the Memory of Place – Spring Term

What does it mean to occupy a space? How do artists represent their experience and/or relationship to place? In this course, Aix-en-Provence, Marseille, and the surrounding region become places to observe, collect, remember, and reimagine. Field studies will lead to the creation of a personal archive made from objects, photographs, sketches, and visual references gathered throughout the semester. Through mark making, color, composition, shape, line, and material, the course explores how memory and lived experience can transform into visual expression. This two-dimensional mixed media course focuses on collage, drawing, and painting, while encouraging those with prior experience to incorporate photography, performance, video, or other media into their practice.

ART 295— Drawing and Painting in the Mediterranean: Light, Color, and Form – Spring Term

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 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/MSM 304—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 305—Drawing into Painting – Fall Term

This studio art course explores the dynamic relationship between drawing and painting, emphasizing how each medium informs and enriches the other. Through a combination of observation and self-expression, students will further experiment with a range of techniques and approaches. Beginning with drawing, students will continue transforming the literal world into a poetic visual experience while engaging with diverse subject matter before transitioning into painting. Assignments are designed to encourage the development of individual creative processes alongside increasingly refined observational and technical skills.

ART 306—Drawing into Painting – Spring Term

This studio art course builds upon the foundational relationship between drawing and painting, encouraging students to deepen their visual language and creative practice. Through continued exploration of observation and self-expression, students will refine their technical abilities while experimenting with more complex concepts, materials, and processes. Moving fluidly between drawing and painting, students will investigate diverse subject matter and develop increasingly personal and poetic approaches to image-making. Assignments are designed to strengthen individual creative processes while advancing observational, conceptual, and technical skills.

ART 307—Painting and Drawing III Advanced – Summer Term

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/ARH/PHI 309—Art Criticism and Aesthetics Seminar I – Fall Term

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 – Spring Term

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/ARH/PHI 311—Art Criticism and Aesthetics Seminar – Summer Term

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 are co-requisites.

ART/ARH 318—The Mediterranean Seminar: The Perception of the Mediterranean Through the Ages – Fall Term

This seminar explores the art, architecture, and cultural histories of the Mediterranean from antiquity through the premodern era. Students will examine how the Mediterranean developed as a center of cultural exchange shaped by movement, trade, religion, politics, and artistic production across centuries. Through the study of artworks, historical sites, material culture, and visual traditions, the course investigates how different societies represented identity, power, belief, and daily life throughout the region. Emphasis is placed on collaborative research, discussion, and creative investigation as students develop their own research interests and contribute to a collective digital map tracing historical sites, artistic networks, and cultural connections across the Mediterranean world.

ART/ARH 319—The Mediterranean Seminar: The Perception of the Mediterranean in Modern and Contemporary Times – Spring Term

How do artists shape the way we understand the Mediterranean today? This seminar explores modern and contemporary art across the Mediterranean region through themes such as identity, migration, memory, environment, tourism, politics, and globalization. Students will investigate the work of contemporary artists, galleries, museums, and cultural spaces while examining how history continues to influence artistic production in the present. Through research, discussion, fieldwork, and collaborative projects, students will build their own research interests connected to a larger class investigation of contemporary Mediterranean visual culture. The course culminates in the creation of a collaborative digital map profiling artists, exhibitions, institutions, and cultural spaces throughout the Mediterranean.

ART/ARH 320—Picasso, Matisse, and the Mediterranean – Fall Term

Cézanne, van Gogh, Matisse, and Picasso, the 'greats' of modern art, all produced important work in the South of France. This course seeks to understand the development of modern art by exploring its relationship with the Mediterranean region. It looks at the ways Mediterranean myth, history and culture as well as geography and climate, shaped artistic production of the late 19th and early 20th centuries. Emphasis is given to modern treatments of the landscape, the figure, and the themes of nature and civilization they evoke as responses to a world newly transformed by industrialization, nationalism, colonialism, and tourism. The intersection of modern art with Mediterranean models of classicism, orientalism, and primitivism is also addressed.

ART/BUS 327—Arts Administration: Cultural Management and Leadership

How do artists and arts organizations survive—and thrive—in today's changing economy? This course introduces students to the world of arts administration and cultural leadership, connecting creative practice with the structures that support it. In this course, we look at how organizations define their missions and values, how the art market is shifting, and how arts leaders design programs, build audiences, communicate strategically, and secure funding. Students will also hear directly from working artists, gallerists, and arts leaders through guest lectures and site visits. By the end of the course, students will have a clear introduction to the business of art and the tools to imagine their own role in shaping the future of the cultural economy.

ART 330—Painting III Advanced I

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 309/310 are co-requisites.

ART/ARH 340—The Mediterranean and Beyond: Cross-Cultural Studies in Medieval Art and Architecture – Fall Term

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 Western 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 342—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 350—Painting III Advanced II

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. Prerequisite—ART 330. Drawing I, II, or III and ART/ARH/PHI 310/311 are co-requisites.

ARH/ART 364—Contemporary Art: Visual Representations 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 – Spring Term

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 Goes).

ART/ARH 381—The 19th Century and French Impressionism – Fall Term

With an emphasis on looking at and discussing paintings (rather than 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/ARH 382—Cézanne and Van Gogh – Spring Term

Paul Cézanne 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.

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 400—Drawing III Advanced II

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Art History

ARH/ART 201—Introduction to Art History: Prehistory to Modern Times

This course provides a broad survey of art history from prehistoric times to the modern era, introducing students to key artworks, movements, and cultural contexts. This course aims to develop a solid foundation in art historical concepts, methods, and vocabulary. Through illustrated lectures, readings, discussions, and site visits, students will learn to critically analyze visual material, appreciate the cultural significance of art, and understand how works of art reflect and shape the societies that produce them. By the end of the semester, students will have gained the skills and knowledge to thoughtfully engage with art, its histories, and its ongoing influence in the world.

ARH/ARC 312—European and Mediterranean Prehistoric Art and Archaeology – Fall Term

This course deals with the apparition and 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 the birth of leadership, and ancient religious beliefs (shamanism, Mother Goddess worship, solar cults). Typically includes field studies to sites in Provence.

ARH/ARC 313—Powers and Identities in the Ancient Mediterranean – Spring Term

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” Ancient Mediterranean history to tone down the “Mediterranean Antiquity/Greco-Roman” paradigm. As this Greco-Roman world did not appear abruptly, classes will have equal emphasis on “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 318—The Mediterranean Seminar: The Perception of the Mediterranean Through the Ages – Fall Term

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.

ARH/ART 319—The Mediterranean Seminar: The Perception of the Mediterranean in Modern and Contemporary Times – Spring Term

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ARH/MSM 337—History of Museums: From Prehistoric Caves to the Louvre Abu Dhabi – Fall Term

Housing artworks from all over the world and from all eras, museums carry the 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 better understand what is displayed in today’s

museums, this course re-reads 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 – Fall Term

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 Western 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.

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ARH/MSM 391—Museums Today: Missions and Challenges

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 large part of the seminar will take place in Musée Granet in Aix.

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 in political economy and culture and on the global trade and investment system, but it will also consider managerial implications for individual companies.

BUS 303—Intercultural Management
How do leaders thrive across cultural boundaries in a hyperconnected world — where mobile professionals, global nomads, and experienced expatriates reshape how organizations operate? Effective leadership requires cultural intelligence, adaptive communication, and the ability to harness diversity as a strategic asset. This course provides students with the conceptual tools and practical skills to lead across cultural boundaries, manage multicultural teams, and design internationally responsive strategies. Grounded in foundational theories from Hofstede, Trompenaars, Hall, and others, the curriculum explores how culture shapes organizational behavior, decision-making, negotiation, and leadership. Through the analysis of real-world case studies such as cross-border mergers, global supply chains, and international market entry, students learn to anticipate intercultural challenges and transform difference into innovation. Field visits to French companies and guest lectures delivered by transnational executives provide grounded, real-time insights into the complexities of managing across cultures. Collaborative projects then challenge students to apply this cultural intelligence to pressing business problems. The course emphasizes developing a global mindset: one that embraces ambiguity, questions assumptions, and navigates ethical complexity with empathy and strategic rigor. Designed for future leaders operating in multinational environments, this course prepares students not just to work across cultures, but to thrive within them.

BUS 304—Business Ethics in the Global Market
This course investigates ethical problems in business practice. Topics include personal morality in profit-oriented enterprises, codes of ethics, obligations to employees and other stakeholders, truth in advertising, 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 ongoing analysis of luxury from fashion brands 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 B2C sales (retail, hospitality, online) and B2B sales, focusing on wine export and marketing from the perspective of French wine producers in international markets. The course includes field studies.

BUS/FRE 311—Business French – *Taught in French*
Students will discover the world of work in France and the several types of companies related to different economic activities 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, and videos. For each module, listening and written exercises use authentic documents such as letters and advertisements.

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—The Business of Responsible Fashion

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 models, 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/ART 327—Arts Administration: Cultural Management and Leadership

How do artists and arts organizations survive—and thrive—in today's changing economy? This course introduces students to the world of arts administration and cultural leadership, connecting creative practice with the structures that support it. In this course, we look at how organizations define their missions and values, how the art market is shifting, and how arts leaders design programs, build audiences, communicate strategically, and secure funding. Students will also hear directly from working artists, gallerists, and arts leaders through guest lectures and site visits. By the end of the course, students will have a clear introduction to the business of art and the tools to imagine their own role in shaping the future of the cultural economy.

BUS/CLT 334—The Secrets to French Savoir Faire and How Legacy Becomes Excellence – Spring Term

What if you could step behind the scenes and discover how France's most legendary artisans and luxury brands balance tradition with global business success?

France is a country renowned for its artisanal and industrial "savoir faire"—the mastery of specific techniques and skills, the passed-down secrets, the instinct for perfection. French products exported globally are synonymous with luxury and quality. This traditional French know-how has forged French economic and cultural identities. But with the innovations and changing demands of the global market, how do French businesses maintain the "Made in France" spirit and their links to tradition?

"Entreprise du Patrimoine Vivant" (EPV), or Living Heritage Companies, are firms recognized by the French State for their industrial expertise and dedication to traditional techniques. This course will explore these unique companies' business models in order to better understand how they successfully balance tradition and innovation, using local resources yet selling into international markets.

Through a series of field visits in Provence, students will immerse themselves in the craft of iconic French products — from Marseille soap and lavender cultivation to calissons, chandelier creation, upholstery for planes, noble fiber blankets, or even 2CV / Méhari car restoration. You'll meet with founders and managers, hear their stories firsthand, and uncover the strategies that are the keys to their success.

BUS/IRL 335—Strategic Communication and the Power of Storytelling

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 equips students with a strategic framework for designing international communication campaigns that resonate across cultures, sectors, and platforms. Moving beyond traditional communication techniques, students explore how storytelling functions as a core leadership and organizational tool in corporate, governmental, and NGO contexts. Through the development of a personal communication project, students learn to create mission-driven messaging, conduct audience discovery, craft value propositions, and select high-impact channels—from social media and podcasts to press strategies and influencer engagement. By the end of the course, students deliver a comprehensive, metrics-informed communication strategy that demonstrates how purposeful narratives can shape

perception, inspire action, and build meaningful stakeholder relationships in a fragmented global media landscape.

BUS 336—Sustainable Entrepreneurship

Based on the UN's Sustainable Development Goals (SDGs), 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, 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 – Fall Term

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/CLT 338—The Heart of French Perfume: Heritage, Craft, and Commerce

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—where lavender, jasmine, and roses have been cultivated for generations to supply the world's finest fragrances, making perfume an undisputed asset of the French luxury industry. From the royal courts of Versailles to the boutique perfumeries of Aix-en-Provence, this course traces the journey of French perfume: how it is conceived, created, marketed, and sold. Through hands-on workshops, case studies of iconic brands, and a field-study trip to iconic Grasse, students will explore the art of the "nose," the business of luxury, and the cultural legacy of an industry that has shaped French identity for centuries.

Communication Studies

COM/THE 290—Public Speaking Through Theatre – Summer Term

The aim of this course is to develop participants' communication skills through theatre techniques. Theatre tools can help people speak with the passion, sincerity, and authority to move and inspire audiences.

Brilliant communication is one of the most valuable skills you can develop. There is a parallel between performing as an actor and communicating in the world at large. When actors prepare to step into a role, whether on stage or in front of a camera, they take time to rehearse, to understand the scene, and to connect deeply with the emotions of the character and thus, the audience. They explore how their face, voice, and body can express a full range of feeling. In a similar manner, whether engaging in a conversation, making a gesture, or simply being present, human interactions become performances–appearances with connection, empathy, and expression at their heart.

COM/LIT 312—Provencal Culture: From Myth to Media

This course examines how Provence has been constructed, mediated, and mythologized as a cultural icon. Students analyze the rhetorical strategies behind Provençal representations across different media—from Troubadour poetry and regional folklore to film, tourism advertising, social media, and heritage campaigns. Drawing on theories of myth, representation, place branding, and narrative construction, the course explores key questions: How is a "state of mind" manufactured and sustained? Who controls the story of a region? What gets included or erased? Through case studies (van Gogh's image economy, the marketing of lavender fields, the politics of Occitan language revival), students develop skills in media analysis, critical rhetoric, and cultural storytelling. A field study component grounds theory in lived experience, with students producing a media journal that documents and deconstructs the myths they encounter.

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 and 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

This course provides a structured approach to analyzing different media systems and exploring the dynamics of news, politics, conflict, and press freedom. Focusing on ongoing international crises of global importance, it examines how various media outlets report on topics such as armed conflicts and human rights abuses. Students will study the dynamics that govern news media environments and structures, seeking to understand why audiences from different cultural spheres can perceive the same news in diametrically opposed ways. The course also examines the arsenal of tools—used by authoritarian and even democratic regimes—to suppress press freedom or spin coverage. Finally, it highlights the ways courageous journalists work to circumvent these obstacles.

COM/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 will 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"; and finally, France's role in the European Union and abroad. Throughout the course, we will pay close attention to the way the media fuels and frames debates over these issues. We will also regularly compare France with other countries, particularly the United States.

COM/LIT 375—The European City in Literature and the Visual Arts

This course will explore the rise and establishment of the urban setting as the nexus of contemporary European culture and civilization. We will focus primarily on the late 19th 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 central urban settings. The main genres will be the novel and cinema, but poetry, music, and painting will not be excluded.

Creative Writing

ENG/LIT 277—Creative Writing: The Spirit of Place

Whether in fiction or journalism, no writer who has traveled with their eyes and heart 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 in fiction, memoir, articles, or essays. Typically includes visits in the immediate area and a day-trip workshop in the region.

FRE 337—Certificate in French Language and Culture: Seminar

Open to French Honors students or by permission of the French program director.

In this seminar, students explore different literary genres — fantasy, mythology, non-fiction, crime fiction, magic realism — along with the literary tools needed to write in French. Through regular creative writing exercises, students produce multiple short stories of their own, drawing on topics encountered in their other French classes as well as their own experience of Provence and the Mediterranean Basin. The result is a narrative portfolio that reflects each student's unique approach, voice, and relationship to the region.

ENG/LIT 377—Creative Writing: The Spirit of Place (Intermediate)

Whether in fiction or journalism, no writer who has traveled with their eyes and heart 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 in

fiction, memoir, articles, or essays. Typically includes visits in the immediate area and a day-trip workshop in the region.

FRE/LIT 383—Writing in the Mediterranean: The Meeting of Literature and Regional Culture

This creative writing course offers cultural and linguistic exploration through the discovery of French authors from classical, modern, and contemporary periods, alongside guided writing exercises that increase in complexity throughout the semester. Organized around four themes—Sensations, Materials, Spaces, and Identities—each unit pairs literary analysis with lived experiences in Provence and the Mediterranean. Students explore textual techniques such as enumeration, repetition, musicality, and the relationship between text and imagination. Through multiple creative assignments, students practice written French, develop their personal style, and reflect on what it means to inhabit a place.

Cultural Studies

CLT/MED 201—Mediterranean Cultural Traditions

This course offers an exploration of Mediterranean cultural traditions (intangible cultural heritage). Those traditions include different elements like social practices, rituals, festive events, and knowledge systems that exist throughout the Mediterranean. These elements, which created the Mediterranean cultural identity, were passed from one generation to another via oral traditions. The course will explore these cultural expressions, mainly those inscribed on the UNESCO Intangible Cultural Heritage list. The course will also examine traditions with cross-cultural connections, shared by multiple countries, such as the Mediterranean Diet and Henna rituals. Various management and safeguarding strategies for these traditions will be studied during this course.

CLT/WGS 307—Food and Wine Pairing

This course combines lectures, professional tastings, and hands-on food and wine pairing. Students will learn about international grape varieties, wine regions, and winemaking techniques used to achieve specific wine styles and their ideal food pairings. Each class focuses on a particular wine style and grape varietal, with regular tastings accompanied by matching food examples.

The course emphasizes the differences between Old World and New World wines, exploring terroir, wine styles, and AOC restrictions in Europe compared to the rest of the world. Students will also learn the basics of winemaking techniques, label reading, and the AOC system. Field studies to restaurants and wineries, as well as meetings with guest chefs, are included.

CLT/BUS 334—The Secrets to French Savoir Faire and How Legacy Becomes Excellence – Spring Term

What if you could step behind the scenes and discover how France's most legendary artisans and luxury brands balance tradition with global business success?

France is a country renowned for its artisanal and industrial "savoir faire"—the mastery of specific techniques and skills, the passed-down secrets, the instinct for perfection. French products exported globally are synonymous with luxury and quality. This traditional French know-how has forged French economic and cultural identities. But with the innovations and changing demands of the global market, how do French businesses maintain the "Made in France" spirit and their links to tradition?

"Entreprise du Patrimoine Vivant" (EPV), or Living Heritage Companies, are firms recognized by the French State for their industrial expertise and dedication to traditional techniques. This course will explore these unique companies' business models in order to better understand how they successfully balance tradition and innovation, using local resources yet selling into international markets.

CLT/BUS 338—The Heart of French Perfume: Heritage, Craft, and Commerce

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—where lavender, jasmine, and roses have been cultivated for generations to supply the world's finest fragrances, making perfume an undisputed asset of the French luxury industry. From the royal courts of Versailles to the boutique perfumeries of Aix-en-Provence, this course traces the journey of French perfume: how it is conceived, created, marketed, and sold. Through hands-on workshops, case studies of iconic brands, and a field-study trip to iconic Grasse, students will explore the art of the "nose," the business of luxury, and the cultural legacy of an industry that has shaped French identity for centuries.

Economics

ECO 201—Introductory Microeconomics – Fall Term

Economics is the study of the allocation of scarce 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 – Fall Term

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 – Spring Term

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.

Environmental Science

ENS 200—Ecology of the Mediterranean

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 201—Principles of Environmental Systems Science

The Principles of Environmental Systems Science course is designed to introduce the fundamental concepts of environmental science to undergraduate students. It includes topics from different areas of study such as earth science, hydrology, atmospheric science and life science. The course focuses on key areas such as climate, global oceans, water quality and biodiversity, and aims at raising environmental awareness among students by providing them with the scientific knowledge and skills to identify and understand the functioning of environmental systems.

ENS/WGS 305—Chemistry and Biochemistry of Wine Production

An introduction to the chemical and biochemical transformation of grapes into wine, with highlights on key steps in this process— growing conditions, timing of harvest, the fermentation process, wine conservation, and aging techniques. The course equally discusses environmental issues concerning the winemaking industry, especially the consequences of climate change and disposal of winery 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.

ENS/IRL 334—European Union Environmental Politics – Spring Term

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 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 class discussions and debates.

ENS/ARC 338—The Development of Mediterranean Civilizations: A Landscape Archaeological Approach
This course explores the intricate relationships between human societies and the environment in the Mediterranean from prehistory to the end of the Roman Empire. Adopting a "landscape approach," it examines how peoples such as the Greeks, Minoans, Mycenaeans, Etruscans, Phoenicians, and Romans shaped and were shaped by their environments. Topics include the transition to farming, Bronze Age cultures, catastrophic events and climate change, the myth of Atlantis, and the fall of Rome. The course also considers economies, religious systems, and how diverse groups engaged with the region's natural environments.

ENS/WGS 360—Developing Sustainable Food Systems – Spring Term
Carlo Petrini, the father of the Slow Food movement, imagines a world where our food supply chain would be "good, clean and fair". In other words, food that is nutritious, tasty, and fresh, while being produced with environmentally sound methods, promoting biological diversity and providing a dignified living for those who produce it. This image of a sustainable food system is a far cry from the reality of food production today, where industrial agriculture is one of the leading causes of climate change, biodiversity loss, pollution, and various other environmental ills.
This course will examine our prevailing food production systems today, including common food production techniques, politics of distribution, consumption and waste. We will develop a comprehensive understanding of the impacts these food systems have on the environment and society. Then, we will explore how sustainable food systems are developing on a global scale, both through top-down approaches and at the grassroots level.

ENS/WGS 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 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.

ENS/WGS 385—The Art and Science of Applied Winemaking
This course is designed to give practical experience in the production of wine, from the moment the grapes are harvested, through 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 detect the proper evolution from grape must to wine.

ENS/WGS 185L—The Art and Science of Applied Winemaking Lab – 1-Credit Lab Course
This lab course will meet for a total of 15 contact hours spread out over 2 semesters. It is designed to offer students an applied experience of the entire winemaking production cycle. In detail, we will engage in the following winery/vineyard activities — pruning, biodiversity survey, soil health treatments, harvest/grape must analysis, fermentation monitoring, post-fermentation analysis, and blending trials. 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.

Our classroom will primarily be IAU/ACM's vineyard/winery, 250 grapevines of Grenache, Syrah and Cinsaut. Class will meet 4 times per semester for a total of 8 classes to accommodate the entirety of the wine production cycle, i.e., grape growing and winemaking. The course also includes 2 external site visits.

Education

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

English

ENG 101— Focused Analytical and Critical Writing
This course will prepare students to develop their college-level critical thinking, specifically focusing on the quality and precision of their expression through writing. Though classroom discussion and debate will insure we best

understand the objectives of the course, students' writing will be the main source of evaluation and progress through essays, diaries, vocabulary building, improvised written reflections, revising and peer editing. Through this class students will be prepared to write everything from academic research papers to field reviews.

ENG/LIT 277—Creative Writing: The Spirit of Place
Whether in fiction or journalism, no writer who has traveled with their eyes and heart 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 in fiction, memoir, articles, or essays. Typically includes visits in the immediate area and a day-trip workshop in the region.

ENG/LIT 377—Creative Writing: The Spirit of Place (Intermediate)
Whether in fiction or journalism, no writer who has traveled with their eyes and heart 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 in fiction, memoir, articles, or essays. Typically includes visits in the immediate area and a day-trip workshop in the region.

Film Studies

FLM/FRE 325—France as Seen Through its Movies: Post-WWII to the 1970s – Fall Term
How do films describe a society's dominant elements, and how do they witness as well as create those representations? This course proposes a historical, cultural, and aesthetic approach to French cinema from the end of the Second World War through the 1970s. We will analyze how these films reflect — and shape — the socio-cultural events of their era, from the post-war reconstruction to the upheavals of May '68. Students will develop techniques for studying film images while strengthening oral French comprehension through listening to dialogues and participating in discussions on content and aesthetic forms. Each film will also be considered in relation to France today, asking how these cinematic representations continue to resonate.

FLM/FRE 326—France as Seen Through its Movies: The 1980s to Today – Spring Term
From literary imagination to social issues — this course explores the multiple facets of contemporary France through a varied selection of films from the 1980s to today. How do films describe the dominant elements of society, and how do they witness as well as create these representations? Combining historical, cultural, and aesthetic analysis with French language learning (with emphasis on oral comprehension), the course examines each film in light of the socio-cultural events of its time as well as its relationship to France today. Students will learn techniques for studying images and will engage with film dialogues and debates on both content and aesthetic forms.

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—Practical Elementary French I
Intensive practical introduction to French for those with little or no previous study.

FRE 102—Practical Elementary 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 I then II – 6 Credits
A year of college credit in one semester intended for those with little or no previous study. Intensive four-hour classroom instruction tied to two-hour workshops and activities. The goal is to establish essential skills in French and to build student confidence in using them through thematic exposure to society and participation in French daily life. Exercises in listening, oral expression, reading, vocabulary acquisition, and grammatical clarification will improve the students' comprehension and oral and spoken interactions. The student will become acquainted with the culture of 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
Intended for those who have completed the equivalent of three semesters of college-level French. Intensive three-hour classroom learning. Development of oral French through conversation.

FRE 203—Intermediate-Advanced French
Intended for those who have completed the equivalent of three or four semesters of college French. Intensive three-hour French through writing and conversation. Transition to 300-level courses in French.

FRE/WGS 206—An Introduction to French Wine – 1 Credit
The course will entirely be provided in French and focus on the wine regions of France. Students will acquire knowledge about winemaking, grape varieties, terroir, understanding wine labels and AOC systems. In addition, the students will learn the vocabulary of wine in French from basic vocabulary to tasting and some technical vocabulary. The class will include wine tastings, using the WSET Approach to tasting.

FRE/SOC 211—Intermediate French: Living in France
From *la bise* to Marseille street art, from French gastronomy to the Cannes Film Festival — this course teaches you French through the customs, conversations, and daily life of Provence. You'll learn to express opinions, describe places, and talk about emotions, all while comparing French and American lifestyles. Along the way, you'll step outside the classroom for a field trip, give short oral presentations, and build written accuracy and confidence through tasks tied to each cultural theme. The result: stronger French, used naturally.

FRE/LIN 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 basic 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, grammatical clarification, vocabulary acquisition, and thematic exposure to society, students will develop written and oral skills and improve their comprehension and production. The student will become acquainted with the culture of 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. Emphasis will be placed on improving the students' communication skills through oral and written exercises, conversations, discussions in class, and thematic exposure to society. The student will become acquainted with the culture of 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. 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, students will review and refine French grammar and syntax. The student will become acquainted with the culture of 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 students who have completed the equivalent of five semesters of college-level French. Students improve their advanced command of oral and written French. 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, students will review and refine French grammar and syntax. The student will become acquainted with the culture of 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/SOC 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 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 history and the use of ingredients, as well as political and economic factors affecting rural French food systems.

FRE/BUS 311—Business French

Students will discover the world of work in France and the several types of companies related to different economic activities 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, and videos. For each module, listening and written exercises use authentic documents such as letters and advertisements.

FRE/LIT 315—Introduction to French Literature

Introduction to French literature from the Middle Ages to the present day. The course will focus on 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 1970s

This course proposes a historical, cultural, and aesthetic 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 do they witness and create these representations?

FRE/FLM 326—France as Seen Through its Movies: The 1980s to Today

Study of the different facets of France — from literary imagination to social issues, from the 1980s to today — through a varied selection of films.

FRE/SOC 333—Contemporary France: Society, Politics, and Culture

This course is about moving beyond textbook French to debate the real issues: secularism, immigration, politics, education, the environment. Each unit introduces a critical issue facing contemporary France (from the crisis of political trust to glottophobia, from environmental policy to France's place in Europe), and each unit culminates in a structured debate where you put your French to work. You will learn not only to understand France's most divisive debates, but to participate in them — both orally and in writing, through in-class opinion pieces. The goal: to leave this course more confident in your ability to argue, defend, and persuade in French.

FRE/LIN 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 337—Certificate in French Language and Culture: Seminar

Open to French Honors students or by permission of the French program director.

In this seminar, students explore different literary genres — fantasy, mythology, non-fiction, crime fiction, magic realism — along with the literary tools needed to write in French. Through regular creative writing exercises, students produce multiple short stories of their own, drawing on topics encountered in their other French classes as well as their own experience of Provence and the Mediterranean Basin. The result is a narrative portfolio that reflects each student's unique approach, voice, and relationship to the region.

FRE/INT 341—Internship

Internship positions in various enterprises from small local businesses to regional chains to multinationals 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 examines French children's literature as a vital force that challenges and redefines literary canons. Focusing on the creativity of language—including its strategic use of wordplay—and the dynamic relationship between text and illustration, we will study a diverse range of genres. Our analysis will provide a historical glimpse of French culture and society, revealing the underlying value systems that pervade this literature. Readings include seminal works by authors such as Charles Perrault, Claude Ponti, Sempé and Goscinny (Le Petit Nicolas), Pierre Gripari, and Daniel Pennac. Students will explore the possibilities of imagination through the viewpoints of authors and readers from different eras. The semester culminates in a creative project: students will give free rein to their imagination by writing an original children's book.

FRE/LIT 345—French Children's Literature: Exploring French Culture Through Classics and Modern Classics

This course delves into the foundational texts of French children's literature to explore how classic fairy tales, fables, and coming-of-age novels reflect the evolution of French culture and societal values. Through an in-depth study of authors like Charles Perrault, Jean de La Fontaine, Madame de Beaumont, the Comtesse de Ségur, and Antoine de Saint-Exupéry, students will analyze the historical context and underlying moral systems of these works. The course also examines modern cinematic adaptations, investigating how films by directors like Jean Cocteau and Jacques Demy reinterpret these classic narratives. These analytical insights are complemented by literary creation exercises, allowing students to appropriate the styles and themes of the canonical authors they study. Students will engage in advanced theoretical debates and conduct independent research, developing a scholarly understanding of the role this literature plays in cultural transmission.

FRE/HIS 348—Provençal History and Culture Through its Monuments

This course uses the rich historical landscape of Provence as its classroom, offering an immersive journey through the region's history from prehistory to the 18th century. Through frequent on-site lectures at archaeological sites, museums, the Aix cathedral, and urban monuments in and around Aix-en-Provence, students engage directly with the physical evidence of the past.

The curriculum explores the complex layers of Provencal civilization, shaped by successive influences from Gauls, Greeks, and Romans, through the Medieval and Renaissance periods. Key sites of study include the Celtic oppidum of Entremont, the Roman ruins of Glanum and Arles, the Aix cathedral complex, and the city's famed Baroque hôtels particuliers. This hands-on approach connects artistic and architectural analysis directly to major historical themes, from Romanization and the rise of Christianity to the power of the Counts of Provence and the Ancien Régime.

Students develop skills in visual analysis, historical contextualization, and French art historical terminology through site visits, discussions, and research projects.

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 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 light of the socio-cultural and historical context in which they arose.

FRE/POL 376—Contemporary French Identities

This course provides a comprehensive understanding of contemporary French society through its cultural, social, and political dimensions. It examines a central paradox: while France once stood as a model of social organization in the wake of the Revolution, its foundational legacy appears increasingly fragile in the 21st century. The course explores this identity crisis, questioning the continued relevance of the Republic's founding ideals amid economic hardship and a

narrative of national decline, while also considering how France has weathered similar upheavals, notably during decolonization.

The curriculum interrogates key fractures in the French "national novel," including the Republican myth and its historical legacy; immigration and ethnic diversity; the reassessment of France's past (from the Algerian War to Vichy); and the contemporary political landscape. Students analyze how the French are renegotiating their collective identity. Through argumentative essays and a final research project, students will leave with a sophisticated grasp of why France's past and present keep colliding — and what that collision means for the future of multicultural democracies.

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

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

This creative writing course offers cultural and linguistic exploration through the discovery of French authors from classical, modern, and contemporary periods, alongside guided writing exercises that increase in complexity throughout the semester. Organized around four themes—Sensations, Materials, Spaces, and Identities—each unit pairs literary analysis with lived experiences in Provence and the Mediterranean. Students explore textual techniques such as enumeration, repetition, musicality, and the relationship between text and imagination. Through multiple creative assignments, students practice written French, develop their personal style, and reflect on what it means to inhabit a place.

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 401/402—Translation and Structure I and II: From Colloquial to Literary

This two-course sequence provides advanced instruction and supervised practice in translation from English to French and French to English. Students work with texts of moderate to high difficulty, drawn from a variety of genres including novels, short stories, and theater.

The curriculum integrates translation theory with practical application. Through the analysis and translation of selected texts, the sequence explores complex themes related to the role of the individual in contemporary society, such as identity within family and social relationships, social condition, norms, and collective consciousness. Students discover how these thematic challenges are intrinsically linked to the linguistic and cultural decisions inherent in the translation process.

FRE/LIT 411—Cultural Approach of The Other

4 Credits

Open to French Honors students or by permission of the French program director.

This seminar examines distinct French cultural contexts, particularly those of Southern France, through the lens of contemporary literature and art. It explores how writers and artists—engaging with themes of outer space, inner space, the body, the Other, nature, and the world—provide tools to interpret and deepen the study abroad experience. The course frames the encounter with French society and culture in Aix-en-Provence as a living text to be analyzed through creative works, with particular attention to the tensions created by crossing (traversée) between personal and geographic spaces. Students complete two major creative-analytical projects alongside regular exercises including a personal diary, a lexicon of key terms, reflective syntheses, and sensory impressions, all designed to strengthen both written and spoken French language proficiency.

FRE/LIN 412—Contemporary French: The Linguistics of Everyday Language

This course examines the use of French in contemporary daily practices and specific social fields—such as informal speech, slang, advertising, and political discourse—to understand how meaning is negotiated and interpreted by speakers. Students will learn to analyze the structure of language (signs, lexical relationships) in relation to its real-world usage.

The course leverages students' immersion in France to directly observe modern French linguistic practices. Through fieldwork

and analysis, students will develop a more nuanced understanding of how language functions in context, thereby significantly advancing their speaking proficiency and sociolinguistic competence.

FRE/POL 417—Dissent in the Mediterranean: From Albert Camus to Leïla Slimani

This course explores cultural productions from the French-speaking Mediterranean world in the 20th and 21st centuries and centers on the use of—and recourse to—the French language in the writings of dissident Mediterranean artists from 1945 onward. The diverse topics discussed 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.

FRE 470/471—Translation and Publishing I and II: Workshop

This two-course sequence provides advanced hands-on training under close supervision in literary translation and editing from French to English, through a direct partnership with a major Parisian publishing house. Students work directly with the publisher, translating promotional materials and original French texts that have not been translated into English. Students will encounter several genres, including novels, short stories, and essays.

The workshop focuses on the entire professional process: close reading, drafting, and the essential practice of peer editing and revision. Through this collaborative model, students learn to defend their translation choices and incorporate editorial feedback, culminating in a professional-grade portfolio that features a complete chapter translation and a translator's cover letter.

History

HIS 301—Europe: From the Invention of Cinema to Trench Warfare – Fall Term

This course examines the major social, economic, artistic, political, and diplomatic developments in European history from 1870 to 1918, concentrating primarily on France, Germany, and Russia. Particular attention is given to four themes: the idea of nation and the rise of nationalism; European politics from anarchism to Marxism; the evolution of European arts; and the consequences of war on the European perception of history.

HIS 303—France and Europe in the Cold War – Spring Term

This course examines the evolution of European societies from the post-war period to the fall of the Berlin Wall through arts, literature, architecture, alternative cultures, and social change. Focusing on France, Germany, and Eastern Europe, the course explores four themes: East/West defiance in politics (communism versus capitalism); East/West arts and literature, including the emergence of a North/South divide in the 1980s; social developments such as the consumer society in the West and counterculture in the East; and economics, comparing the socialist economy of the East with "Les Trente Glorieuses" (the thirty-year post-war boom) in the West up to the oil crisis of the 1970s. The course typically includes a field study to Berlin.

HIS/SOC 304—Muslim Presence in Europe – Spring Term

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 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 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 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 and 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

HIS/POL 321—French Colonialism in the Middle East and North Africa

This course examines the contemporary political foundations of the Middle East and North Africa (MENA), focusing on how the recent colonial past helped shape political institutions that have since been challenged or overturned. Drawing on an interdisciplinary approach, the course explores the colonial and postcolonial history of the region within the context of its close connections to Europe and sub-Saharan Africa, at the intersection of economic, political, and cultural dynamics.

The class focuses on Algeria, Morocco, Tunisia, Syria, and Lebanon, examining their trajectories in relation to the history of French colonialism. While sustained European imperial rule in North Africa began as early as 1830 in Algeria and as late as 1911–1912 in Libya and Morocco, decolonization across the region was largely complete by the early 1960s.

HIS/FRE 348—Provençal History and Culture through its Monuments

This course uses the rich historical landscape of Provence as its classroom, offering an immersive journey through the region's history from prehistory to the 18th century. Through frequent on-site lectures at archaeological sites, museums, the Aix cathedral, and urban monuments in and around Aix-en-Provence, students engage directly with the physical evidence of the past.

The curriculum explores the complex layers of Provencal civilization, shaped by successive influences from Gauls, Greeks, and Romans, through the Medieval and Renaissance periods. Key sites of study include the Celtic oppidum of Entremont, the Roman ruins of Glanum and Arles, the Aix cathedral complex, and the city's famed Baroque hôtels particuliers. This hands-on approach connects artistic and architectural analysis directly to major historical themes, from Romanization and the rise of Christianity to the power of the Counts of Provence and the Ancien Régime.

Students develop skills in visual analysis, historical contextualization, and French art historical terminology through site visits, discussions, and research projects.

Hospitality

WGS/CLT 307—Food and Wine Pairing

This course combines lectures, professional tastings, and food and wine pairing. Students will learn about international grape varieties, wine regions, and winemaking techniques used to achieve specific wine styles and their perfect pairings. Each class focuses on a particular wine style and grape varietal, with regular tastings accompanied by matching food examples. The course emphasizes Old World versus New World differences, including terroir, wine styles, and AOC restrictions. Field studies to restaurants and wineries, and meetings with guest chefs, are included.

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—U.S. Diplomacy in an Age of Change: Case Studies and Practical Exercises – Spring Term

This seminar will explore contemporary U.S. foreign policy and the challenges that face its practitioners. Students will explore the context of U.S. diplomacy today while honing essential written and oral communication skills.

Modern diplomacy is conducted in a world of rapidly evolving global challenges — from weapons of mass destruction and terrorism to failing states and transnational health crises — that cannot be addressed unilaterally. Diplomacy now also includes non-state actors such as private entities, international organizations, NGOs, criminal cartels, militant groups, and media. Using case studies across different administrations, this course examines how U.S. foreign policy employs tools of engagement, coercion, and persuasion in a world knit together by global networks yet riven by ancient identities and conflicts.

IRL/POL 308—Geopolitics of the Mediterranean Basin: Security in a Diverse Region

France is both a founding member of the European Union and a 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.

IRL/COM 316—Media and Conflict

This course provides a structured approach to analyzing different media systems and exploring the dynamics of news, politics, conflict, and press freedom. Focusing on ongoing international crises of global importance, it examines how various media outlets report on topics such as armed conflicts and human rights abuses. Students will study the dynamics that govern news media environments and structures, seeking to understand why audiences from different cultural spheres can perceive the same news in diametrically opposed ways. The course also examines the arsenal of tools—used by authoritarian and even democratic regimes—to suppress press freedom or spin coverage. Finally, it highlights the ways courageous journalists work to circumvent these obstacles.

IRL/POL 318—The Israeli-Palestinian Conflict

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 and 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 Israel 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 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

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?

IRL/ENS 334—European Union Environmental Politics – Spring Term

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 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 class discussions and debates.

IRL/BUS 335—Strategic Communication and the Power of Storytelling

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 equips students with a strategic framework for designing international communication campaigns that resonate across cultures, sectors, and platforms. Moving beyond traditional communication techniques, students explore how storytelling functions as a core leadership and organizational tool in corporate, governmental, and NGO contexts. Through the development of a personal communication project, students learn to create

mission-driven messaging, conduct audience discovery, craft value propositions, and select high-impact channels—from social media and podcasts to press strategies and influencer engagement. By the end of the course, students deliver a comprehensive, metrics-informed communication strategy that demonstrates how purposeful narratives can shape perception, inspire action, and build meaningful stakeholder relationships in a fragmented global media landscape.

IRL/BUS 337—International Negotiations – Fall Term

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

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.

IRL/PHI 448—Global Justice

What do we owe each other as global citizens? Do concepts of fairness and accountability have any place in international relations? And if so, what mechanisms exist to try to achieve justice in a “rules-based international order”? This course will look at the question of global justice from a theoretical, political and legal perspective, exploring philosophical questions about the nature of justice as well as practical questions about the role of international institutions such as the United Nations, the International Court of Justice, and the World Bank. Focusing on key issues such as distributive justice, climate change, migration, and security will provide students with a clearer sense of progress, problems and possibilities of creating a more humane and just international order.

Internship

INT/FRE 341—Internship

Internships at IAU College allow students to interact in a real French professional environment and get a feel for the culture within French enterprises. Each internship with IAU has two components— a work component and an academic component. 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 a cross-cultural work environment. The empirical 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 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 basic French-speaking contexts.

LIN/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.

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

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 of 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 contexts, among others.

Literature

ENG 101—Focused Analytical and Critical Writing

This course will prepare students to develop their college-level critical thinking, specifically focusing on the quality and precision of their expression through writing. Though classroom discussion and debate will insure we best understand the objectives of the course, students' writing will be the main source of evaluation and progress through essays, diaries, vocabulary building, improvised written reflections, revising and peer editing. Through this class students will be prepared to write everything from academic research papers to field reviews.

LIT/ENG 277—Creative Writing: The Spirit of Place

Whether in fiction or journalism, no writer who has traveled with their eyes and heart 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 in fiction, memoir, articles, or essays. Typically includes visits in the immediate area and a day-trip workshop in the region.

LIT/COM 312—Provencal Culture: From Myth to Media

This course examines how Provence has been constructed, mediated, and mythologized as a cultural icon. Students analyze the rhetorical strategies behind Provençal representations across different media—from Troubadour poetry and regional folklore to film, tourism advertising, social media, and heritage campaigns. Drawing on theories of myth, representation, place branding, and narrative construction, the course explores key questions: How is a "state of mind" manufactured and sustained? Who controls the story of a region? What gets included or erased? Through case studies (van Gogh's image economy, the marketing of lavender fields, the politics of Occitan language revival), students develop skills in media analysis, critical rhetoric, and cultural storytelling. A field study component grounds theory in lived experience, with students producing a media journal that documents and deconstructs the myths they encounter.

LIT/FRE 315—Introduction to French Literature

Introduction to French literature from the Middle Ages to the present day. The course will focus on 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.

LIT 324—Women in Motion: Female Voice, Exile, and Emancipation in Contemporary Literature

This course introduces students to 20th- and 21st-century women writers whose narratives explore themes of exile, emancipation, memory, and identity. We will read literary texts from France, Spain, Italy, Iran, and the United States, all of which have been adapted into film or television, allowing for flexible student work outside of class. Students will examine how displacement — both literal and psychological — serves as a catalyst for self-discovery and resistance. Special attention will be paid to historical and political contexts that shaped these narratives, and to literary forms including the Bildungsroman, autofiction, and the graphic memoir. Students will also engage in creative writing exercises throughout the semester to reflect on their own experiences of movement and transformation.

LIT 325—The European Novel

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

The twentieth century saw the European novel become the dominant literary genre. It assumed its role as the narrative voice of a turbulent era of world wars and social upheaval. Though we will not necessarily focus on a chronological development of the novel, we will examine works within the context of their historical moment and go further to look at the individual's place in societal contexts.

LIT/FRE 344—French Children's Literature: Powers of Imagination from Picture Books to Young Adult Fiction

This course examines French children's literature as a vital force that challenges and redefines literary canons. Focusing on the creativity of language—including its strategic use of wordplay—and the dynamic relationship between text and illustration, we will study a diverse range of genres. Our

analysis will provide a historical glimpse of French culture and society, revealing the underlying value systems that pervade this literature. Readings include seminal works by authors such as Charles Perrault, Claude Ponti, Sempé and Goscinny (Le Petit Nicolas), Pierre Gripari, and Daniel Pennac. Students will explore the possibilities of imagination through the viewpoints of authors and readers from different eras. The semester culminates in a creative project: students will give free rein to their imagination by writing an original children's book.

LIT/FRE 345—French Children's Literature: Exploring French Culture Through Classics and Modern Classics

This course delves into the foundational texts of French children's literature to explore how classic fairy tales, fables, and coming-of-age novels reflect the evolution of French culture and societal values. Through an in-depth study of authors like Charles Perrault, Jean de La Fontaine, Madame de Beaumont, the Comtesse de Ségur, and Antoine de Saint-Exupéry, students will analyze the historical context and underlying moral systems of these works. The course also examines modern cinematic adaptations, investigating how films by directors like Jean Cocteau and Jacques Demy reinterpret these classic narratives. These analytical insights are complemented by literary creation exercises, allowing students to appropriate the styles and themes of the canonical authors they study. Students will engage in advanced theoretical debates and conduct independent research, developing a scholarly understanding of the role this literature plays in cultural transmission.

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 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 light of the socio-cultural and historical context in which they arose.

LIT/COM 375—The European City in Literature and the Visual Arts

This course will explore the rise and establishment of the urban setting as the nexus of contemporary European culture and civilization. We will focus primarily on the late 19th 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 central urban settings. The main genres will be the novel and cinema, but poetry, music, and painting will not be excluded.

LIT/ENG 377—Creative Writing: The Spirit of Place (Intermediate)

Whether in fiction or journalism, no writer who has traveled with their eyes and heart 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 in fiction, memoir, articles, or essays. Typically includes visits in the immediate area and a day-trip workshop in the region.

LIT/FRE 383—Writing in the Mediterranean: The Meeting of Literature and Regional Culture

This creative writing course offers cultural and linguistic exploration through the discovery of French authors from classical, modern, and contemporary periods, alongside guided writing exercises that increase in complexity throughout the semester. Organized around four themes—Sensations, Materials, Spaces, and Identities—each unit pairs literary analysis with lived experiences in Provence and the Mediterranean. Students explore textual techniques such as enumeration, repetition, musicality, and the relationship between text and imagination. Through multiple creative assignments, students practice written French, develop their personal style, and reflect on what it means to inhabit a place.

LIT/FRE 411—Cultural Approach of The Other
4 Credits

Open to French Honors students or by permission of the French program director.

This seminar examines distinct French cultural contexts, particularly those of Southern France, through the lens of contemporary literature and art. It explores how writers and

artists—engaging with themes of outer space, inner space, the body, the Other, nature, and the world—provide tools to interpret and deepen the study abroad experience. The course frames the encounter with French society and culture in Aix-en-Provence as a living text to be analyzed through creative works, with particular attention to the tensions created by crossing (traversée) between personal and geographic spaces. Students complete two major creative-analytical projects alongside regular exercises including a personal diary, a lexicon of key terms, reflective syntheses, and sensory impressions, all designed to strengthen both written and spoken French language proficiency.

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 markets, 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

MTH 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, and logarithmic functions, and trigonometry.

Mediterranean Studies

MED 101—Introduction to Mediterranean Studies

Course is required for undergraduate students in their first academic year at The American College of the Mediterranean. Student-centered, it guides students toward their own analyses of what Mediterranean studies entails. Through short readings, guest faculty presentations, and seminar discussions, students will explore a series of unifying themes crucial to the understanding of the Mediterranean region — antiquity, diasporas, geography, environmental studies, trade, conflict, belief systems, music and art. Students will locate and investigate a sample of in-house and regional support resources to accelerate learning in the region. The course culminates with individual projects demonstrating students' conclusions of the significance of the Mediterranean region as it informs their subjects of interest.

MED/CLT 201—Mediterranean Cultural Traditions

This course offers an exploration of Mediterranean cultural traditions (intangible cultural heritage). Those traditions include different elements like social practices, rituals, festive events, and knowledge systems that exist throughout the Mediterranean. These elements, which created the Mediterranean cultural identity, were passed from one generation to another via oral traditions. The course will explore these cultural expressions, mainly those inscribed on the UNESCO Intangible Cultural Heritage list. The course will also examine traditions with cross-cultural connections, shared by multiple countries, such as the Mediterranean Diet and Henna rituals. Various management and safeguarding strategies for these traditions will be studied during this course.

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 (Mucem), this course explores the heritage left by cities such as Athens, Venice, Genoa, Istanbul, and Marseille to gain insight into the many facets of today's Mediterranean identities.

MED 400—Capstone Study

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.

Museum Studies

MSM/ART 304—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.

MSM/ARH 337—History of Museums: From Prehistoric Caves to the Louvre Abu Dhabi

Housing artworks from all over the world and from all eras, museums carry the 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 better understand what is displayed in today's museums, this course re-reads 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.

MSM/ARH 391—Museums Today: Missions and Challenges

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 large part of the seminar will take place in Musée Granet in Aix.

Music

MUS/ART 245—Music and the Sound of the Mediterranean

This course introduces students, through presentation, active listening, engaging in musical activity, and creative workshops, to a selected variety of Mediterranean music repertoire. It explores the music and sound of vernacular and scholarly musical art forms within their social, cultural, geographical, historical, and political context. The course is not intended only for students with a prior musical background; it is open to all students.

MUS/SOC 307—Gender, Race, and Power in Music: From Stage to Society

This course investigates how musical works construct, negotiate, and challenge cultural identities and gendered power dynamics in music, across diverse historical periods and cultural–geographic contexts, with a particular focus on the Aix-en-Provence Festival, a leading stage for innovative production, and the work of its new general director, Ted Huffman.

The course situates music within broader social debates on identity, representation, and agency. Students will extend the proposed analysis to examine intersections between musical tastes and gender, age, class, or race, as they are portrayed in operatic storytelling, dance, musicals, concerts, staging practices, festival programming, and related media.

Philosophy

PHI/REL 301—The Problem of God

This course offers a critical assessment of the contemporary relevance and plausibility of belief in God, set against the background of a 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 human spiritual experience within the philosophical discourse of modernity, assessing religious faith in the context of major political, social, and intellectual upheavals of our time.

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, 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/ARH/PHI 311—Art Criticism and Aesthetics Seminar III – Summer Term

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 are co-requisites.

PHI/POL 312—Ethics in Society

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.

PHI/POL 319—Contemporary Political Philosophy – Fall Term

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.

PHI/REL 402—Advanced Topics in Philosophy of Religion – Spring Term

This course is an extended introduction to the Christian and Hindu philosophical traditions. We will take a deep comparative look at what these religions believe about the nature of God, the structure of reality, the liberation of the soul, and examine concepts such as freedom, truth, morality, and the self in relation to human and divine experience. We will also look at key thinkers such as Thomas Aquinas and Adi Shankara. Through a mix of extensive debate and the reading of key texts, we will arrive at some central conclusions about how these two great religious traditions intersect and diverge.

PHI/IRL 448—Global Justice

What do we owe each other as global citizens? Do concepts of fairness and accountability have any place in international relations? And if so, what mechanisms exist to try to achieve justice in a "rules-based international order"? This course will look at the question of global justice from a theoretical, political and legal perspective, exploring philosophical questions about the nature of justice as well as practical questions about the role of international institutions such as the United Nations, the International Court of Justice, and the World Bank. Focusing on key issues such as distributive justice, climate change, migration, and security will provide students with a clearer sense of progress, problems and possibilities of creating a more humane and just international order.

Political Science

POL/IRL 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/IRL 305—U.S. Diplomacy in an Age of Change: Case Studies and Practical Exercises – Spring Term

This seminar will explore contemporary U.S. foreign policy and the challenges that face its practitioners. Students will explore

the context of U.S. diplomacy today while honing essential written and oral communication skills.

Modern diplomacy is conducted in a world of rapidly evolving global challenges — from weapons of mass destruction and terrorism to failing states and transnational health crises — that cannot be addressed unilaterally. Diplomacy now also includes non-state actors such as private entities, international organizations, NGOs, criminal cartels, militant groups, and media. Using case studies across different administrations, this course examines how U.S. foreign policy employs tools of engagement, coercion, and persuasion in a world knit together by global networks yet riven by ancient identities and conflicts.

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.

POL/IRL 308—Geopolitics of the Mediterranean Basin: Security in a Diverse Region

France is both a founding member of the European Union and a 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.

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 to our economic activities as the primary driver of this crisis, many voices have risen calling for corrective actions, most remarkably since the late 1960s. Since then, a countless number of initiatives have 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

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

POL/IRL 318—The Israeli-Palestinian Conflict

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 and 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 Israel 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 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 – Fall Term

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.

POL/HIS 321—French Colonialism in the Middle East and North Africa

This class will examine the region's contemporary political foundations, with a focus on how the recent colonial past has contributed to 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/COM 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 will 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”; and finally, France’s role in the European Union and abroad. Throughout the course, we will pay close attention to the way the media fuels and frames debates over these issues. We will also regularly compare France with other countries, particularly the United States.

POL/IRL 360—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 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.

POL/FRE 376—Contemporary French Identities

This course provides a comprehensive understanding of contemporary French society through its cultural, social, and political dimensions. It examines a central paradox: while France once stood as a model of social organization in the wake of the Revolution, its foundational legacy appears increasingly fragile in the 21st century. The course explores this identity crisis, questioning the continued relevance of the Republic’s founding ideals amid economic hardship and a narrative of national decline, while also considering how France has weathered similar upheavals, notably during decolonization.

The curriculum interrogates key fractures in the French "national novel," including the Republican myth and its historical legacy; immigration and ethnic diversity; the reassessment of France's past (from the Algerian War to Vichy); and the contemporary political landscape. Students analyze how the French are renegotiating their collective identity. Through argumentative essays and a final research project, students will leave with a sophisticated grasp of why France's past and present keep colliding — and what that collision means for the future of multicultural democracies.

POL/FRE 417—Dissent in the Mediterranean: From Albert Camus to Leïla Slimani

This course explores cultural productions from the French-speaking Mediterranean world in the 20th and 21st centuries and centers on the use of—and recourse to—the French language in the writings of dissident Mediterranean artists from 1945 onward. The diverse topics discussed 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.

Psychology

PSY 304—Human Development in a Cultural Context

Study of human development from a psychodynamic perspective rooted in Freudian and post-Freudian thought, drawing extensively on the theories of Melanie Klein, Wilfred Bion, Donald Winnicott, and the tradition of the English School of Psychoanalysis. In contrast to the behavioral and cognitive

approaches more prevalent in the United States, this course emphasizes the unconscious mind, emotional experience, the inner world, and the enduring influence of early infantile relationships. Topics include identity formation, the parent-infant bond, and the attainment of "a mind of one's own." Students explore clinical concepts such as psychosis, eating disorders, and depression through a theoretical lens, with reflection and debate as central modes of learning.

Religious Studies

REL/PHI 301—The Problem of God

This course offers a critical assessment of the contemporary relevance and plausibility of belief in God, set against the background of a 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 human spiritual experience within the philosophical discourse of modernity, assessing religious faith in 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. Topics include the 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). The course will conclude with a perspective of the modern world and focus on the Great Schism between Eastern and Western Christianity, the Avignon Papacy, and the rise of Protestant movements.

REL/PHI 402—Advanced Topics in Philosophy of Religion – Spring Term

This course is an extended introduction to the Christian and Hindu philosophical traditions. We will take a deep comparative look at what these religions believe about the nature of God, the structure of reality, the liberation of the soul, and examine concepts such as freedom, truth, morality, and the self in relation to human and divine experience. We will also look at key thinkers such as Thomas Aquinas and Adi Shankara. Through a mix of extensive debate and the reading of key texts, we will arrive at some central conclusions about how these two great religious traditions intersect and diverge.

Sociology

SOC/FRE 211—Intermediate French: Living in France

From *la bise* to Marseille street art, from French gastronomy to the Cannes Film Festival — this course teaches you French through the customs, conversations, and daily life of Provence. You'll learn to express opinions, describe places, and talk about emotions, all while comparing French and American lifestyles. Along the way, you'll step outside the classroom for a field trip, give short oral presentations, and build written accuracy and confidence through tasks tied to each cultural theme. The result: stronger French, used naturally.

SOC/HIS 304—Muslim Presence in Europe – Spring Term

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 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 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/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 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 history and the use of ingredients, as well as political and economic factors affecting rural French food systems.

SOC/MUS 307—Gender, Race, and Power in Music: From Stage to Society

This course investigates how musical works construct, negotiate, and challenge cultural identities and gendered power dynamics in music, across diverse historical periods and cultural–geographic contexts, with a particular focus on the

Aix-en-Provence Festival, a leading stage for innovative production, and the work of its new general director, Ted Huffman.

The course situates music within broader social debates on identity, representation, and agency. Students will extend the proposed analysis to examine intersections between musical tastes and gender, age, class, or race, as they are portrayed in operatic storytelling, dance, musicals, concerts, staging practices, festival programming, and related media.

SOC/FRE 333—Contemporary France: Society, Politics, and Culture

This course is about moving beyond textbook French to debate the real issues: secularism, immigration, politics, education, the environment. Each unit introduces a critical issue facing contemporary France (from the crisis of political trust to glottophobia, from environmental policy to France's place in Europe), and each unit culminates in a structured debate where you put your French to work. You will learn not only to understand France's most divisive debates, but to participate in them — both orally and in writing, through in-class opinion pieces. The goal: to leave this course more confident in your ability to argue, defend, and persuade in French.

Theatre

THE/COM 290—Public Speaking Through Theatre – Summer Term

The aim of this course is to develop participants' communication skills through theatre techniques. Theatre tools can help people speak with the passion, sincerity, and authority to move and inspire audiences.

Brilliant communication is one of the most valuable skills you can develop. There is a parallel between performing as an actor and communicating in the world at large. When actors prepare to step into a role, whether on stage or in front of a camera, they take time to rehearse, to understand the scene, and to connect deeply with the emotions of the character and thus, the audience. They explore how their face, voice, and body can express a full range of feeling. In a similar manner, whether engaging in a conversation, making a gesture, or simply being present, human interactions become performances–appearances with connection, empathy, and expression at their heart.

Wine and Gastronomy Studies

WGS/FRE 206—An Introduction to French Wine – *Taught in French* – 1 Credit

The course will entirely be provided in French and focus on the wine regions of France. Students will acquire knowledge about winemaking, grape varieties, terroir, understanding wine labels and AOC systems. In addition, the students will learn the vocabulary of wine in French from basic vocabulary to tasting and some technical vocabulary. The class will include wine tastings, using the WSET Approach to tasting.

WGS/HIS 270—Food Culture in Provence, France, and the Mediterranean

As individuals, the way we eat says a lot about us, reflecting our means, ethics, beliefs, and 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.

WGS/MKT 302—Wine Marketing and Sensory 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 Production

An introduction to the chemical and biochemical transformation of grapes into wine, with highlights on key steps in this process— growing conditions, timing of harvest, the fermentation process, wine conservation, and aging techniques. The course equally discusses environmental issues concerning the winemaking industry, especially the consequences of climate change and disposal of winery wastes.

WGS/CLT 307—Food and Wine Pairing

This course combines lectures, professional tastings, and hands-on food and wine pairing. Students will learn about international grape varieties, wine regions, and winemaking techniques used to achieve specific wine styles and their ideal food pairings. Each class focuses on a particular wine style and grape varietal, with regular tastings accompanied by matching food examples.

The course emphasizes the differences between Old World and New World wines, exploring terroir, wine styles, and AOC restrictions in Europe compared to the rest of the world. Students will also learn the basics of winemaking techniques, label reading, and the AOC system. Field studies to restaurants and wineries, as well as meetings with guest chefs, are included.

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 360—Developing Sustainable Food Systems – Spring Term

Carlo Petrini, the father of the Slow Food movement, imagines a world where our food supply chain would be "good, clean and fair". In other words, food that is nutritious, tasty, and fresh, while being produced with environmentally sound methods, promoting biological diversity and providing a dignified living for those who produce it. This image of a sustainable food system is a far cry from the reality of food production today, where industrial agriculture is one of the leading causes of climate change, biodiversity loss, pollution, and various other environmental ills.

This course will examine our prevailing food production systems today, including common food production techniques, politics of distribution, consumption and waste. We will develop a comprehensive understanding of the impacts these food systems have on the environment and society. Then, we will explore how sustainable food systems are developing on a global scale, both through top-down approaches and at the grassroots level.

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 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—The Art and Science of Applied Winemaking

This course is designed to give practical experience in the production of wine, from the moment the grapes are harvested, through 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 detect the proper evolution from grape must to wine.

WGS/ENS 185L—The Art and Science of Applied Winemaking Lab – 1-Credit Lab Course

This lab course will meet for a total of 15 contact hours spread out over 2 semesters. It is designed to offer students an applied experience of the entire winemaking production cycle. In detail, we will engage in the following winery/vineyard activities — pruning, biodiversity survey, soil health treatments, harvest/grape must analysis, fermentation monitoring, post-fermentation analysis, and blending trials. 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.

Our classroom will primarily be IAU/ACM's vineyard/winery, 250 grapevines of Grenache, Syrah and Cinsaut. Class will meet 4 times per semester for a total of 8 classes to accommodate the entirety of the wine production cycle, i.e., grape growing and winemaking. The course also includes 2 external site visits.

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

ACM's Diplomacy and Human Rights Traveling Seminar is a hands-on field study course designed to help students explore the economic, political, legal, and moral challenges of international human rights promotion. Lectures and reading form only a small part of this course. Our approach is to go behind the scenes of human rights debates in Europe, the Middle East and North Africa by speaking directly with the people who shape them.

Travelling to various locations in southern France and across Morocco, we will visit embassies to speak with diplomats to explore the role of foreign policy; we will meet refugees to understand the extraordinary challenges of displacement and exile; we will be briefed by NGOs and witness the projects they put in place to help their communities; we will engage with activists, scholars, and journalists to appreciate how human rights discourse can shape, or stifle, debate on key issues of the day like migration and rule of law. Then we will travel to The Netherlands where we will visit the international courts – the ICC and the ICJ – and learn from legal experts about the role of international justice in protecting human rights, how the mechanisms of international law function, and why they are now under threat.

Along the way we will take time to explore and appreciate the diverse cultures of the countries in which we travel – sampling bouillabaisse in Marseille, haggling in the souks of Marrakech, and cruising the canals of Amsterdam. By visiting historical sites and museums, eating at local restaurants, and simply meeting local residents, we will gain a greater understanding of political and social challenges beyond our borders and learn to evaluate them within their historical, geographical, and cultural contexts.

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**

The Great Cities Traveling 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.

International Business and Emerging Markets

- **Business 325—International Business**
- **Economics 325—Doing Business in Europe**
- **Management 325—International Management**

The International Business Traveling Seminar is designed for students interested in the business environments of various economic systems. This study tour through France, Spain, and Morocco provides unique, on-the-ground exposure to the different facets of international business and economics. Students will examine how businesses cope with challenges specific to these economies and how they seize the opportunities they offer. A central purpose of the seminar is to explore how businesses interact with public policy and regulations at both national and supranational levels, including meetings with policymakers in the countries visited and decision-makers from the European Union.

Mediterranean Basin

- **Archaeology 385—Greek and Roman Archaeology**
- **Art History 385—Ancient and Medieval Classical Art and Architecture**
- **Cross-Cultural Studies 385—Cultural Identities in Mediterranean Europe**
- **History 385—Ancient and Medieval Mediterranean Cultural History**
- **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 and Italy. 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 fields of history, art history, and archaeology.

Theatre Alive

- **Theatre 385—Studies in Theatre, Drama and Performance**
- **Literature 385—Studies in Theatre, Drama and Performance**

This seminar course examines the complex relationship between London (a major urban center) and the art, industry, and practice of performance and drama. Additionally, this course focuses on class and gender, and the ways in which theatre engages with and represents these systems. London is a diverse and historied city, which makes it a brilliant site for this course. Not only will we be reading plays, we will also be using field work (museums and galleries, backstage tours, live performance, historic sites) to add relevance and cultural context to our in-class discussions about theatre. Developing an understanding of the way theatre, ballet, and visual art provide narratives and events that support the status quo or actively question, disrupt, or overturn the narratives of dominance is central to an understanding of the cultural necessity for the free voice of arts to a society or culture.

Wine, Gastronomy, and Sustainability in the Mediterranean

- **Business/Wine Studies 306—The Global Wine Industry**
- **Geography/Wine Studies 303—Regional Wine Trade and Economics**
- **Hospitality Management/Wine Studies 317—Wine and Food Pairing**
- **Marketing/Wine Studies 312—Wine Marketing and Analysis**
- **Environmental Studies/International Relations 375—Environmental Security and Sustainability in the Mediterranean Basin**

The Wine, Gastronomy, and Sustainability in the Mediterranean Traveling 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:

- Global Master of Business Administration (GMBA)
- 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. Courses may be cross-listed across disciplines. Courses with an ARA, FRE, or SPA prefix are conducted in Arabic, French, or Spanish; some are cross-listed with non-language disciplines. Graduate-level language courses require advanced proficiency as determined by the program director.

Global Master of Business Administration (GMBA)

Offered by the Donna Dillon Manning School of Global Affairs, the Global Master of Business Administration (GMBA) is a one-year, 40-credit program that prepares culturally aware leaders for the global economy. The program builds directly on the founding mission of ACM's study abroad institute—the Institute for American Universities (IAU), established in 1957 as one of the first American institutions abroad to train students for careers in international business and diplomacy.

With its principal campus in Aix-en-Provence, France, and satellite campuses and programs in Barcelona, Florence, and Morocco, ACM is strategically positioned to prepare students for the challenges of the global economy, with a focus on Europe, North Africa, and the Mediterranean. GMBA students spend their fall semester in Barcelona and their spring semester in Aix-en-Provence, integrating core business disciplines with intensive language acquisition, a January Term traveling seminar, and a hands-on summer consultancy project.

Learning Outcomes

By the end of their graduate degree at the American College of the Mediterranean, GMBA 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, evidence-based thinking to solve complex business challenges.
- Employ effective leadership and management skills to collaborate with diverse stakeholders in international settings.
- Uphold rigorous ethical principles when analyzing and confronting complex business dilemmas.
- Communicate and negotiate effectively across cultures in a global business environment, utilizing advanced linguistic skills and contemporary media tools.

Degree Requirements

The GMBA's 40 credits are composed of the following:

- **Core courses (30 credits)**
  - Ten courses (see GMBA Core Curriculum below)
  - Language and Culture in Spain and in France
- **Faculty Coaching Seminar (1 credit)**
- **January Term Traveling Seminar (3 credits)**
- **Summer Consultancy Project (6 credits)**

GMBA Core Curriculum

- Financial Management and Accounting Principles
- Strategic Management
- Operations Management
- Global Leadership and Ethics
- Intercultural Understanding in Spain
- Innovation and Entrepreneurship
- Global Economics
- Intercultural Management
- International Wine Business
- Strategic Communication and the Power of Storytelling

Language and Culture Courses

Students select language courses (Arabic, French, or Spanish) based on placement and in consultation with their advisor. Specific courses are listed in the catalog under ARA, FRE, or SPA prefixes.

Courses

New Student Immersive Course

All GMBA students will take the following 500-level core course:

- Intercultural Understanding in Spain (1 credit)

Semester 1—Barcelona, Spain (15 Credits)

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

Core Business Courses

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

Language and Culture in Spain (4 credits)

January Term (3 Credits)

To satisfy their degree program requirements, all students must enroll in the School of Global Affairs January Term Traveling Seminar between the Fall and Spring semesters.

Semester 2 (15 Credits)

All candidates will take five 500-level core courses and choose a language to study during the semester to fulfill the language proficiency requirement.

Core Business Courses

- Intercultural Management (2 credits)
- Innovation and Entrepreneurship (2 credits)
- International Wine Business (2 credits)
- Global Economics (3 credits)
- Strategic Communication and the Power of Storytelling (3 credits)

Language and Culture in France (3 credits)

Summer Consultancy Project (6 Credits)

Through the summer consulting project, GMBA students will be immersed in real-life work experiences with a European company, giving them the opportunity to apply classroom concepts to real-life business problems. Imagine working on a cutting-edge project for an AI startup in Barcelona, a sustainable fashion company in Provence or a luxury company in Florence.

During the fall semester, students will give feedback on their preferred area of focus, desired industry, and preferred location. Whenever possible, these preferences are taken into account in the matching process. In the spring semester, students are assigned to consulting projects in Aix-en-Provence, Barcelona or Florence.

From mid-May to mid-July, students will work full-time in teams on hands-on consulting projects for local businesses and startups. First, a kickoff meeting with company leaders and an ACM professor is held in order to identify the company's needs and requirements. After that, students devise a project plan and charter to outline the project objectives and deliverables discussed with their client. While the frequency of meetings may vary, students typically hold weekly or bi-weekly on-site meetings with the company to provide updates on their progress. These updates normally take the form of mini-deliverables agreed upon with the company in advance and in line with the project plan. An ACM professor mentors and works closely with consulting teams to answer questions and provide guidance.

The capstone project culminates in a final written report and an oral presentation for the company (both of which are graded), in which students explain their analysis and overall recommendations, just as a consulting company would to its clients.

Consulting projects allow GMBA students to:

- Immerse in real-life work experience with a European company
- Apply classroom concepts and theories to a real-life consulting project
- Learn to manage clients as a consultant in a real-world business environment
- Devise a project plan to achieve sub-tasks and final deliverables
- Work as a team to accomplish the final deliverables
- Think outside the box to develop innovative solutions to the client's problems

Total Credits: 40

Core Courses

BUS 511—International Wine Business

This course provides a strategic understanding of the globalization process and key dimensions of the global wine trade. It combines forward-looking perspectives on wine production—emphasizing innovation, creativity, and sustainability as critical economic criteria—with immersive, hands-on engagement in the Provençal wine landscape. The curriculum addresses core business areas including business planning, supply chain management, futures (*en primeur*), and the dynamics of the global buyer-seller cycle. Through site visits to vineyards, estates, and industry salons, as well as practical workshops in viticulture and sensory analysis, students examine wine as both an economic product and a catalyst for territorial investment. The course further explores the influence of media on branding, alongside political, social, and technological issues affecting the trade. Students develop practical competency in wine culture, from history and vocabulary to label reading, tasting techniques, and food

pairing, with special attention given to constructing authentic branding experiences tied to landscape and terroir as distinctive economic assets.

BUS 540—Innovation and Entrepreneurship

From rapid advances in artificial intelligence (AI), virtual reality (VR), and the Internet of Things (IoT) to groundbreaking work in deep tech, biotechnology, and renewable energy, innovation is fundamentally reshaping how we connect, work, and live. While agile startups often thrive in this dynamic environment, established companies can struggle to adapt. This course examines how entrepreneurs and innovators systematically create, develop, and scale new ventures and transformative ideas.

GMBA students will analyze different types of innovation and investigate how emerging technologies are disrupting industries and redefining societal norms. The curriculum integrates entrepreneurial methodologies such as Design Thinking, the Lean Startup framework, and the Business Model Canvas. By mastering principles of opportunity identification, venture creation, and innovation management, students will be prepared to lead within high-growth startups or drive change in established, innovation-focused corporations.

The course culminates in a hands-on venture-creation project. Students will develop an original business concept, then progress through the stages of entrepreneurial execution: validating their business model, prototyping a solution, and delivering a formal startup investment pitch.

BUS 503—Intercultural Management

How do leaders thrive across cultural boundaries in a hyperconnected world — where mobile professionals, global nomads, and experienced expatriates reshape how organizations operate? Effective leadership requires cultural intelligence, adaptive communication, and the ability to harness diversity as a strategic asset. This course provides GMBA students with conceptual tools and practical skills to lead across cultural boundaries, manage multicultural teams, and design internationally responsive strategies. Grounded in foundational theories from Hofstede, Trompenaars, Hall, and others, the curriculum explores how culture shapes organizational behavior, decision-making, negotiation, and leadership. Through the analysis of real-world case studies such as cross-border mergers, global supply chains, and international market entry, students learn to anticipate intercultural challenges and transform difference into innovation. Field visits to French companies and guest lectures delivered by transnational executives provide grounded, real-time insights into the complexities of managing across cultures. Collaborative projects then challenge students to apply this cultural intelligence to pressing business problems. The course emphasizes developing a global mindset: one that embraces ambiguity, questions assumptions, and navigates ethical complexity with empathy and strategic rigor. Designed for future leaders operating in multinational environments, this course prepares students not just to work across cultures, but to thrive within them.

BUS/EDU 512—Global Leadership and Ethics

The central focus of “Global Leadership and Ethics” is on developing transformational leaders. Effective leadership demands more than strategic thinking and interpersonal skill. It demands ethical clarity: the ability to reason well about right and wrong when the stakes are real and the answers are contested. This course develops all three capacities together. Through the lens of self-authoring and self-development theories, you will deepen your understanding of how you make meaning of yourself, others, and the challenges you face. Through case studies and structured engagement with ethical traditions (including virtue, care, justice, and pragmatist frameworks) you will build the vocabulary and reasoning ability to navigate moral complexity in organizations. And through sustained team-based work, you will practice the relational skills that ethical leadership requires: listening across difference, giving honest feedback, managing conflict productively, and creating conditions where others can do their best work. The course operates on a simple premise: you cannot lead transformational change in (global) organizations without being willing to examine and transform yourself. 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 Storytelling

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 equips GMBA students with a strategic framework for designing international communication campaigns that resonate across cultures, sectors, and platforms. Moving beyond traditional communication techniques, students explore how storytelling functions as a core leadership and organizational tool in corporate, governmental, and NGO contexts. Through the development of a personal communication project, students learn to create mission-driven messaging, conduct audience discovery, craft value propositions, and select high-impact channels—from

social media and podcasts to press strategies and influencer engagement. By the end of the course, students deliver a comprehensive, metrics-informed communication strategy that demonstrates how purposeful narratives can shape perception, inspire action, and build meaningful stakeholder relationships in a fragmented global media landscape.

BUS/EDU 561—Faculty Coaching Seminar

This seminar provides confidential executive coaching to help GMBA students develop the advanced leadership skills needed to meet adaptive challenges and lead change. Guided by a faculty coach, each student will create a personal learning agenda based on structured assessments (including the MBTI and TKI), peer feedback, and experiences within the GMBA program. The focus then shifts to designing and debriefing personal learning experiments within the context of team projects and other coursework. The course is designed to achieve three core Individual Leadership Coaching (ILC) competencies: (ILC-1) designing and meeting a personal learning agenda to develop the skills necessary for leading adaptive change; (ILC-2) uncovering and testing the assumptions that impede progress toward self-authorship; and (ILC-3) processing experiential learning to grow specific, applicable leadership competencies.

BUS 575—Operations Management

This course explores the strategic concepts and techniques essential to the design, planning, control, and improvement of manufacturing and service operations. It begins with a holistic view of operations, emphasizing the coordination of product development, process management, and supply chain management. As the course progresses, we will investigate various aspects of each of these tiers in detail, covering topics such as operations strategy, process and product design, capacity and location planning, forecasting, inventory control, quality management, lean systems, sustainability, and project management. The course applies these principles through case studies and an integrative final project. Field studies and externships may include visits to businesses in Aix-en-Provence, Marseille, Barcelona, and Paris.

BUS 650—Strategic Management

This course develops the advanced frameworks and critical perspectives essential for strategy formulation and competitive analysis. It focuses on the strategic decisions and leadership actions that determine the performance and enduring resilience of modern organizations. The curriculum equips students with the analytical tools, processes, and executive judgment required to craft strategies, define firm boundaries, and create sustainable advantage to maximize long-term profit in dynamic and uncertain environments. Strategy is explored through contemporary lenses such as innovation, corporate governance, and entrepreneurial growth, using case-based debates to simulate real-world executive decision-making. Field studies may include academic visits to businesses in Aix-en-Provence, Barcelona, Paris, Morocco, and Florence.

COM 512—Intercultural Understanding in Spain

This course examines the core principles, concepts, and theories of intercultural understanding and their direct application in the workplace. It critically explores the similarities and differences among the field's main theoretical approaches—realist, constructivist, and critical-dialectical—as they relate to central topics such as identity, cultural difference, stereotyping, power, and communication competence. Students learn to apply these frameworks to diagnose workplace dynamics and foster effective relationships in multicultural environments. The course culminates in a capstone project where students conduct a rigorous analysis of a personal experience of intercultural misunderstanding, developing greater cultural sensitivity and strategic empathy.

BUS/ECO 502—Global Economics

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 a greater emphasis on environmental sustainability, and international macroeconomic shocks, such as ongoing regional conflicts, influence the decisions of business leaders all over the world. 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. Its focus is on the macroeconomic environment of national differences of political economy, the global trade and investment system, and the global monetary system, but it will also consider managerial implications of issues for individual companies using case studies. The course will draw from the company visits in the J-Term and during the spring semester for the GMBA cohort.

FIN 510—Financial Management and Accounting Principles

This graduate-level course provides a comprehensive introduction to financial management and accounting principles, equipping students with a practical understanding of financial statement analysis, budgeting, cost behavior, capital structure, and the time value of money. Students will explore investment decision-making and the strategic use of accounting data in financial planning and operations. The

course offers an opportunity to discuss contemporary financial events as they unfold, develop an appreciation for the challenges of applying financial concepts to real-world situations, and build a solid foundation in key finance and accounting concepts for effective decision-making in diverse organizational settings.

January Term (3 Credits)

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

International Business and Emerging Markets

- BUS 525—International Business

The GMBA Traveling Seminar is a unique component designed to enrich students' understanding of international business landscapes. This seminar includes visits to Morocco, Madrid, and Paris, where students will engage with local businesses, cultural institutions, and industry leaders. Through these experiences, participants will explore various facets of global business operations, including market entry strategies, cultural adaptability, and risk management. The seminar culminates in the development of a personalized action plan for career exploration, informed by insights gained from direct interactions with stakeholders in diverse environments.

Master of Arts in Art History (MAAH)

The 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 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 students with the opportunity to conduct research and complete internships in various museums across Europe and North Africa. The ACM MAAH degree can be completed in 12 months of full-time study. It consists of 36 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 traveling seminar.

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: ARH 500—Research and Methodology in Art History and ARH/ART 515—The Masters Forum: Encounters in Contemporary Art.

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 who hold a BA in Art History are eligible to pursue the Master's Thesis. Students without a BA in Art History are typically required to complete a Capstone Project. Exceptions may be granted based on a student's academic background, experience, and preparedness, and are subject to faculty approval.

- **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 1 credit for the New Student Immersive Course), one-year program consisting of three tracks:

- Art History
- Museum Studies
- Fine Arts/Painting

New Student Immersive Course (1 Credit)

Students will begin their semester by participating in the New Student Immersive Course (1 credit), which is an intensive cultural and linguistic experience designed to aid with student integration into France, create community amongst all graduate students, and build a foundation in the language.

Semester I (18 Credits)

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

All students will take:

- ARH 500—Research and Methodology in Art History (3 credits)
- ARH/ART 515—The Masters Forum: Encounters in Contemporary Art (3 credits)
- French Language and Culture 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—History of Museums: From Prehistoric Caves to the Louvre Abu Dhabi (3 credits)
- Two art history courses (6 credits)

Students in the Fine Arts track will also take:

- ART 592—Altered Landscapes: Field Sketching and Image-making in Mixed Media (3 credits)
- ART 593—Drawing and Painting in the Mediterranean: Contemporary Experimentation (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/ART 504—Curatorship: Theory and Practices (3 credits)
- MSM/ARH 591—Museums Today: Missions and Challenges (Museology Seminar) (3 credits)
- Two Art History Courses (6 credits)

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

- ART 594—Altered Landscapes: Mixed Media and the Memory of Place (3 credits)
- ART 595—Drawing and Painting in the Mediterranean: Light, Color, and Form (3 credits)
- Two Art History Courses (6 credits)

Summer (3 Credits)

Students in the Art History and Fine Art tracks will either take an internship or summer course (3 credits) and students in the Museum Studies track 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 Credits: 43 (includes 1 credit for the New Student Immersive Course)

	ART HISTORY	MUSEUM STUDIES	FINE ART
FALL 18 credits	• ARH 500 (3) • ART/ARH 515 (3) • French (3) • 3 Art History courses (9)	• ARH 500 (3) • ART/ARH 515 (3) • French (3) • MSM/ARH 537 (3) • 2 Art History courses (6)	• ARH 500 (3) • ART/ARH 515 (3) • French (3) • ART 592 (3) • ART 593 (3) • 1 Art History course (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) • 2 Art History courses (6)	• ARH 600 (3) • French (3) • ART 594 (3) • ART 595 (3) • 2 Art History courses (6)
SUMMER 3 credits	• Internship or course (3)	• Internship (3)	• Internship or course (3)

Master's Thesis or Capstone Project (3 credits)

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 Courses

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 opportunity to conduct field study and short-term research 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.

Core 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—Research and Methodology in Art History

This seminar examines the history of art history as a discipline, tracing how methods for interpreting works of art have developed since the early nineteenth century. Rather than focusing on a particular period, region, or movement in art, the course takes art history itself as its object of study. Students will engage with the major methodological traditions that have shaped the discipline — including connoisseurship, formalism, iconography and iconology, Marxism and the social history of art, feminism, psychoanalysis, semiotics, and postcolonial theory — examining the historical and intellectual conditions under which each emerged, the theoretical commitments each entails, and the kinds of questions each makes possible (and forecloses). Emphasis falls throughout on methodology not as a neutral toolkit but as a set of interpretive commitments that shape what meanings can be found in a work of art.

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.

ARH/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).

ARH/ART 515—The Masters Forum: Encounters in Contemporary Art

All MAAH and MFA students are required to take this class in their first semester. This graduate course aims to inspire students through direct exposure to diverse points of view, artistic practices, and mediums. Serving as a meeting point between art history and studio practice, the course is built around discussions with visiting artists, gallerists, and collectors; visits to art galleries, contemporary art centers, and artists' studios in and around Aix-en-Provence; and presentations by the students themselves.

ARH/ART 518—The Mediterranean Seminar: The Perception of the Mediterranean Through the Ages – Fall Term

This seminar explores the art, architecture, and cultural histories of the Mediterranean from antiquity through the premodern era. Students will examine how the Mediterranean developed as a center of cultural exchange shaped by movement, trade, religion, politics, and artistic production across centuries. Through the study of artworks, historical sites, material culture, and visual traditions, the course investigates how different societies represented identity, power, belief, and daily life throughout the region. Emphasis is placed on collaborative research, discussion, and creative investigation as students develop their own research interests and contribute to a collective digital map tracing historical

sites, artistic networks, and cultural connections across the Mediterranean world.

ARH/ART 519—The Mediterranean Seminar: The Perception of the Mediterranean in Modern and Contemporary Times

How do artists shape the way we understand the Mediterranean today? This seminar explores modern and contemporary art across the Mediterranean region through themes such as identity, migration, memory, environment, tourism, politics, and globalization. Students will investigate the work of contemporary artists, galleries, museums, and cultural spaces while examining how history continues to influence artistic production in the present. Through research, discussion, fieldwork, and collaborative projects, students will build their own research interests connected to a larger class investigation of contemporary Mediterranean visual culture. The course culminates in the creation of a collaborative digital map profiling artists, exhibitions, institutions, and cultural spaces throughout the Mediterranean.

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

How do artists and arts organizations survive—and thrive—in today's changing economy? This course introduces students to the world of arts administration and cultural leadership, connecting creative practice with the structures that support it. In this course, we look at how organizations define their missions and values, how the art market is shifting, and how arts leaders design programs, build audiences, communicate strategically, and secure funding. Students will also hear directly from working artists, gallerists, and arts leaders through guest lectures and site visits. By the end of the course, students will have a clear introduction to the business of art and the tools to imagine their own role in shaping the future of the cultural economy.

ARH/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 19th 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 Cézanne and Vincent van Gogh remain two of the most influential painters in the history of European art, and both completed significant portions of their work in Provence. Students will engage with these artists through advanced visual analysis, sustained critical inquiry, and independent research that connects course themes to their own academic and professional interests. Graduate students will take an active role in shaping weekly discussions by selecting and presenting readings that extend the topic of the week into broader methodological, historiographical, or theoretical terrain. This student-led component encourages deeper exploration of how Cézanne and van Gogh have been interpreted across diverse scholarly traditions and how these interpretations speak to contemporary research concerns in art history and related fields.

MSM/ARH 591—Museums Today: Missions 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 large 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

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.

January Term

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

Master of Arts in French Studies (MAFS)

Offered by the Center for French Studies, the Master of Arts in French Studies (MAFS) is a one-year, 37-credit program that explores the connections between mainland French and European Mediterranean cultures, including the Francophone countries of North Africa. The program immerses students in the rich diversity of the language and culture of the French-speaking world. Students specialize in one of the following tracks:

- **French and International Studies:** Focuses on the use of the French language in international contexts within both the public and private sectors.
- **The Francophone World:** Concentrates on the French language as it is used in other French-speaking countries (e.g., North Africa, Central Africa, the Caribbean).
- **Contemporary French Literature and Translation**: A traditional curriculum with a focus on avant-garde literature, editing, and translation workshops.
- **Teaching French as a Foreign Language:** Emphasizes practical application and analysis through a practicum.

In keeping with the institution's commitment to interdisciplinarity, each track allows students to take courses in related disciplines such as Art History, International Relations, Literature, Political Science, History, or Sociology. All students, regardless of their track, are required to take the core Master's Seminars, a January Term Traveling Seminar, the Research Building and Methodology course, and participate in an internship.

The MAFS prepares students for various international careers in the public and private sectors, including business, diplomacy, and translation. For those pursuing translation, the program offers a Certificate in Translation and Publishing, which provides practical knowledge of editorial standards and copyright law. The degree also serves as a bridge to other specializations, such as Global Health in Francophone African countries, or to highly specialized training in fields like sustainable development, ecology, and other social sciences in French-speaking nations. Finally, the program equips students with the skills to teach French in American schools or private institutions in France and other Francophone countries, and also provides a foundation for pursuing doctoral studies.

Learning Outcomes

Upon successful completion of the MAFS, students will:

- Attain near-native fluency in spoken and written French suitable for academic, pedagogical, and 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

The 37-credit, year-long program comprises two semesters, a January Term, and a summer term. All students, regardless of their track, are required to complete the two core Master's Seminars, the Research Building and Methodology course, a January Term traveling seminar, a final thesis, and seven additional three-credit courses selected according to their chosen track. The traveling seminar provides a multinational experience in Francophone and Mediterranean Studies, uniting linguistic and cultural immersion.

New Student Immersive Course (1 Credit)

Students will begin their semester by participating in the New Student Immersive Course (1 credit), which is an intensive cultural and linguistic experience designed to aid with student integration into France, create community amongst all graduate students, and build a foundation in the language.

Semester 1 (13 Credits)

All candidates will enroll in four 500-level courses: The Master's Seminar 588 (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 589 (4 credits), the Research Building and Methodology 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)
In their final semester, students will choose a subject and advisor for the Final Research Thesis Project to be completed over the summer. The thesis will be supervised by the student's faculty advisor with additional oversight from the French department. An oral defense of the thesis will be conducted before the MA in French Studies committee at the end of the summer term.

Total Credits: 37

Thesis

During the first two weeks of the second semester, candidates will determine a thesis topic that they will develop and 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 in an oral presentation before the MA in French Studies Committee to obtain their degree.

Core Courses

FRE 588—Master's Seminar: Critical Thought
This core seminar, required for all students in the Master of Arts in French Studies program from all concentrations, is taught entirely in French. It investigates the notion of "Critical Thought" from multiple perspectives, including sociolinguistic, literary, historical, and composite (individual) approaches. In this context, "Critical Thought" is defined as the capacity to develop one's own thinking by synthesizing multiple external sources of knowledge with direct personal experience. The 4-credit seminar is divided into six thematic units, each taught by a specialist in the field.

FRE 589—Master's Seminar: Methodologies
This core seminar, required for all students in the Master of Arts in French Studies program, from all concentrations, is taught entirely in French. It explores the concept of "methodology" from multiple disciplinary perspectives, including the composition of academic papers, the collection and analysis of textual corpora, Roland Barthes's unique methodological approach to society, and the critical "method" of the Don Juan figure. The 4-credit seminar is divided into six thematic units, each taught by a specialist in the field.

FRE/LIT 511—Cultural Approach of The Other
This course examines distinct French cultural contexts, particularly those of Southern France, through the lens of contemporary literature and art. It explores a central question: How do writers and artists—through their engagement with themes of Outer Space, Inner Space, the Body, the Other, Nature, and the World—provide us with tools to interpret and deepen our study abroad experience? The course frames our encounter with the specific French society and culture of Aix-en-Provence as a living text to be analyzed through these creative works.

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, and Albert Camus. These texts will be analyzed along with contemporary works of Art (visual artists, architects, choreographers...) such as Christo, Zaha Hadid, and Andy Goldsworthy. Each thematic unit will explore the relationship between these works and the students' immediate environment, with a particular focus on the diverse ways we inhabit and perceive space.

Throughout the program, each student will complete two major creative and analytical projects, supplemented by shorter, regular exercises both in class and at home. These assignments are designed to reflect the course's thematic progression. Core activities will include maintaining a personal diary, compiling a lexicon of key terms, writing reflective syntheses, and articulating sensory impressions. The aim of this work is to explore diverse forms of written and spoken French, thereby strengthening overall linguistic proficiency.

FRE/LIN 512—Contemporary French: The Linguistics of Everyday Language

This course examines the use of French in contemporary daily practices and specific social fields—such as informal speech, slang, advertising, and political discourse—to understand how meaning is negotiated and interpreted by speakers. Students will learn to analyze the structure of language (signs, lexical relationships) in relation to its real-world usage.

The course leverages students' immersion in France to directly observe modern French linguistic practices. Through fieldwork and analysis, students will develop a more nuanced understanding of how language functions in context, thereby significantly advancing their speaking proficiency and sociolinguistic competence.

FRE 501/502—Translation and Structure I and II: From Colloquial to Literary

This two-course sequence provides advanced instruction and supervised practice in translation from English to French and French to English. Students work with texts of moderate to high difficulty, drawn from a variety of genres including novels, short stories, and theater.

The curriculum integrates translation theory with practical application. Through the analysis and translation of selected texts, the sequence explores complex themes related to the role of the individual in contemporary society, such as identity within family and social relationships, social condition, norms, and collective consciousness. Students discover how these thematic challenges are intrinsically linked to the linguistic and cultural decisions inherent in the translation process.

FRE/LIN 579—Deep Dive into the French Language: History, Acquisition, and Learning

Any student's main cognitive activity is learning. Despite its familiarity, this word refers to an extremely complex phenomenon. This course invites students to step back and ask: "What exactly happens when I learn French? How can I study more efficiently to achieve my goals? And, recognizing that explanation is the highest form of understanding, how would I teach this if I were the professor?"

While learning a foreign language is a specific process, it raises universal questions: What is language? What are we truly learning in a foreign language classroom? How do teaching methods reflect the beliefs of their time? Why does the history of the language itself matter? This course guides students toward a deeper understanding of their own practices 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, leading to a profound understanding of the language's inherent logic.

FRE/LIT 544—French Children's Literature: Powers of Imagination from Picture Books to Young Adult Fiction

This course examines French children's literature as a vital force that challenges and redefines literary canons. Focusing on the creativity of language—including its strategic use of wordplay—and the dynamic relationship between text and illustration, we will study a diverse range of genres. Our analysis will provide a historical glimpse of French culture and society, revealing the underlying value systems that pervade this literature. Readings include seminal works by authors such as Charles Perrault, Claude Ponti, Sempé and Goscinny (Le Petit Nicolas), Pierre Gripari, and Daniel Pennac. Students will explore the possibilities of imagination through the viewpoints of authors and readers from different eras. The semester culminates in a creative project: students will give free rein to their imagination by writing an original children's book.

FRE/LIT 545—French Children's Literature: Exploring French Culture through Classics and Modern Classics

This course delves into the foundational texts of French children's literature to explore how classic fairy tales, fables, and coming-of-age novels reflect the evolution of French culture and societal values. Through an in-depth study of authors like Charles Perrault, Jean de La Fontaine, Madame de Beaumont, the Comtesse de Ségur, and Antoine de Saint-Exupéry, students will analyze the historical context and underlying moral systems of these works. The course also examines modern cinematic adaptations, investigating how films by directors like Jean Cocteau and Jacques Demy reinterpret these classic narratives. These analytical insights are complemented by literary creation exercises, allowing students to appropriate the styles and themes of the canonical authors they study. Students will engage in advanced theoretical debates and conduct independent research, developing a scholarly understanding of the role this literature plays in cultural transmission.

FRE/LIT 562—Women and the Mediterranean: From the 16th to the 19th Century

This course examines the construction of gender and femininity in the French and Francophone Mediterranean world from the 16th to the 19th century. Through the study of canonical literary texts by authors such as Louise Labé, Racine, Laclos, Baudelaire, and George Sand, alongside analysis of period art and imagery, students will explore how cultural and

aesthetic devices shaped female representation. The course places these representations in their socio-historical and geographic context, investigating themes such as the social condition of women, female stereotypes in the Mediterranean, and their relationship to creativity and the world.

Key questions guide our inquiry: How does the Mediterranean as a location influence the construction of gender? How have these historical representations been reappropriated, and what light do they shed on contemporary issues?

FRE/LIT 563—Women and the Mediterranean: From the 18th to the 21st Century

This course traces the evolution of gender and femininity in the French and Francophone Mediterranean from the Enlightenment to the 21st century. Moving from foundational texts like Olympe de Gouges' Declaration of the Rights of Woman to modern works by authors such as Marie N'Diaye, the course investigates how cultural and aesthetic devices have shaped and challenged female representation. Students will analyze a diverse range of materials—including literature, opera, and contemporary art—to explore the construction of gender within its socio-historical and geographic context.

Key questions guide our inquiry: How have myths like Carmen and Antigone been reappropriated to reflect modern struggles? How do contemporary movements and the experiences of migration and diaspora (termed 'migritude') continue to reshape the representation of women in the Mediterranean world?

FRE 570/571—Translation and Publishing I and II: Workshop

This two-course sequence provides advanced hands-on training under close supervision in literary translation and editing from French to English, through a direct partnership with a major Parisian publishing house. Students work directly with the publisher, translating promotional materials and original French texts that have not been translated into English. Students will encounter several genres, including novels, short stories, and essays.

The workshop focuses on the entire professional process: close reading, drafting, and the essential practice of peer editing and revision. Through this collaborative model, students learn to defend their translation choices and incorporate editorial feedback, culminating in a professional-grade portfolio that features a complete chapter translation and a translator's cover letter.

FRE/POL 576—Contemporary French Identities

This course provides a comprehensive understanding of contemporary French society through its cultural, social, and political dimensions. It examines a central paradox: while France once stood as a model of social organization in the wake of the Revolution, its foundational legacy appears increasingly fragile in the 21st century. The course explores this identity crisis, questioning the continued relevance of the Republic's founding ideals amid economic hardship and a narrative of national decline, while also considering how France has weathered similar upheavals, notably during decolonization.

The curriculum interrogates key fractures in the French "national novel," including the Republican myth and its historical legacy; immigration and ethnic diversity; the reassessment of France's past (from the Algerian War to Vichy); and the contemporary political landscape. Using sources like Azouz Begag's Le Gone du Chaâba, students analyze how the French are renegotiating their collective identity. Through argumentative papers and a final research project, students develop a sophisticated understanding of the evolving narrative of the French nation.

FRE/POL 517—Dissent in the Mediterranean: From Albert Camus to Leïla Slimani

This course explores cultural productions from the French-speaking Mediterranean in the 20th and 21st centuries, focusing on the use of the French language in the writings of dissident artists from 1945 onward. We will examine foundational and contemporary works from the Maghreb and Southern Europe, considering their engagement with historical and political contexts.

The diverse topics discussed include political and social dissent, national and cultural identity, the politics of language, trans-Mediterranean dynamics, race, class, gender and sexuality, transnationalism, migration, and decolonization. The course analyzes representative texts by Mediterranean writers, filmmakers, and public intellectuals—including Frantz Fanon, Albert Camus, Hassen Ferhani, Albert Memmi, and Leïla Slimani—to understand the changing aspects of Francophone and Mediterranean societies and cultures.

HIS/FRE 548—Provencal History and Culture Through its Monuments

This course uses the rich historical landscape of Provence as its classroom, offering an immersive journey through the region's history from prehistory to the 18th century. Through frequent on-site lectures at archaeological sites, museums, the Aix cathedral, and urban monuments in and around Aix-en-

Provence, students engage directly with the physical evidence of the past.
The curriculum explores the complex layers of Provencal civilization, shaped by successive influences from Gauls, Greeks, and Romans, through the Medieval and Renaissance periods. Key sites of study include the Celtic oppidum of Entremont, the Roman ruins of Glanum and Arles, the Aix cathedral complex, and the city's famed Baroque hôtels particuliers. This hands-on approach connects artistic and architectural analysis directly to major historical themes, from Romanization and the rise of Christianity to the power of the Counts of Provence and the Ancien Régime.

Students develop skills in visual analysis, historical contextualization, and French art historical terminology through site visits, discussions, and research projects.

FRE 541/543—Internship
This 3-credit internship course provides master's students with professional experience in a French work environment. Students are placed in organizations and businesses in the region that correspond to their chosen track of study.

The internship is designed as an immersive learning experience. Under the guidance of a faculty mentor, students develop professional competencies while enhancing their linguistic and cross-cultural skills. Through weekly mentoring meetings, students learn to leverage their skills, navigate cross-cultural workplace dynamics, and align their experience with long-term career goals. Key learning outcomes include articulating an understanding of a French professional environment, adapting to workplace challenges, and analyzing the cultural differences between French and American work practices.

FRE/LIT 583—Writing in the Mediterranean: The Meeting of Literature and Regional Culture
This creative writing workshop immerses students in the landscape and literature of Provence, using the region as both a source of inspiration and a text to be read. The course guides students through the craft of writing in French by exploring four thematic pillars—Sensations, Materials, Spaces, and Identities—each paired with the study of major French and Francophone authors like Baudelaire, Perec, and Senghor.

Through a series of progressive exercises, students develop advanced compositional skills and a personal writing style in French, drawing direct inspiration from their immersion in Aix-en-Provence and the wider Mediterranean context. The semester culminates in the creation of a final, polished creative portfolio.

FRE 542—Research Building and Methodology
This course provides the foundational framework for the master's thesis in French Studies. Through weekly, one-on-one mentoring sessions with a faculty advisor, students in all specializations design and develop their research project.

The course guides students through the essential preliminary stages of thesis work. Key deliverables include formulating a precise research title and thesis statement, developing a comprehensive bibliography, and constructing a detailed outline. Students learn to articulate their research questions, select appropriate methodological tools, and establish a viable writing schedule. The course culminates in the completion of these core components, providing the structured plan and preparatory work required to successfully write the full thesis during the subsequent summer term.

FRE 599—Final Research Thesis
This course represents the capstone of the master's in French studies, during which students complete and defend their final thesis. Following the preparatory work in FRE 542, students work under the close supervision of a faculty mentor through weekly one-on-one meetings, with additional oversight from the French Studies department, to finalize the writing of their dissertation.

The thesis is a substantial, independent research project of 60-70 pages, written in advanced French. The course culminates in a formal oral defense before a jury of faculty and field experts. The defense consists of a 20-minute presentation followed by a 30-minute question period, requiring students to demonstrate mastery of their subject and the ability to argue their perspective in French.

January Term
To satisfy their January Term program requirement, MAFS students must enroll in a January Term program. Students should consult with their school Dean prior to choosing a January Term program.

Master of Arts in International Education Administration (MAIE)
The MAIE is a one-year, 38-credit, practitioner-based graduate degree 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, Professional Practicum, and elective courses in Mediterranean Regional Studies.

International Education Content Core Modules

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

Mediterranean Regional Component

In this Mediterranean-based program, students can elect to complete coursework that provides 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 benefit from guided support to actively engage in beneficial intercultural behaviors and to process their experiences through a critical, intercultural lens. This project allows master's 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 comprises 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.

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, and international education content as well as hands-on experience related to intercultural engagement and a professional practicum.

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

MAIE Program Structure

New Student Immersive Course (1 Credit)

All MAIE students will take the following 500-level core course:

- COM 510—Communicating Policy

Semester 1 (14 Credits) Barcelona, Spain

Students will take one Spanish language and culture course (4 credits) as well as international education modules (10 credits), which include 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) Aix-en-Provence, France

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. Students are supported by ACM faculty and document the integration of their knowledge and skills in an international professional setting.

Total Credits: 38

International Education Core Modules

COM 510—Communicating Policy (1 credit)

This course offers a pragmatic engagement with the intersection of international education and communication practice. History is full of potentially effective policy undone by ineffective communication, and of ineffective policy embraced because it was communicated well. Open to students in the MAIE and MAMS programs, the course focuses on the collaborative process through which both disciplines work toward the common goal of successful educational exchange.

BUS 503—Intercultural Management (2 credits)

How do leaders thrive across cultural boundaries in a hyperconnected world — where mobile professionals, global nomads, and experienced expatriates reshape how organizations operate? Effective leadership requires cultural intelligence, adaptive communication, and the ability to harness diversity as a strategic asset. This course provides MAIE students with conceptual tools and practical skills to lead across cultural boundaries, manage multicultural teams, and design internationally responsive strategies. Grounded in foundational theories from Hofstede, Trompenaars, Hall, and others, the curriculum explores how culture shapes organizational behavior, decision-making, negotiation, and leadership. Through the analysis of real-world case studies such as cross-border mergers, global supply chains, and international market entry, students learn to anticipate intercultural challenges and transform difference into innovation. Field visits to French companies and guest lectures delivered by transnational executives provide grounded, real-time insights into the complexities of managing across cultures. Collaborative projects then challenge students to apply this cultural intelligence to pressing business problems. The course emphasizes developing a global mindset: one that embraces ambiguity, questions assumptions, and navigates ethical complexity with empathy and strategic rigor. Designed for future leaders operating in multinational environments, this course prepares students not just to work across cultures, but to thrive within them.

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 knowledge base 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 for how a campus can work towards the goal of sustainable comprehensive internationalization and will compare strategies for 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, 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 parallels 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/BUS 512—Global Leadership and Ethics (3 credits)
The central focus of “Global Leadership and Ethics” is on developing transformational leaders. Effective leadership demands more than strategic thinking and interpersonal skill. It demands ethical clarity: the ability to reason well about right and wrong when the stakes are real and the answers are contested. This course develops all three capacities together. Through the lens of self-authoring and self-development theories, you will deepen your understanding of how you make meaning of yourself, others, and the challenges you face. Through case studies and structured engagement with ethical traditions (including virtue, care, justice, and pragmatist frameworks) you will build the vocabulary and reasoning ability to navigate moral complexity in organizations. And through sustained team-based work, you will practice the relational skills that ethical leadership requires: listening across difference, giving honest feedback, managing conflict productively, and creating conditions where others can do their best work. The course operates on a simple premise: you cannot lead transformational change in (global) organizations without being willing to examine and transform yourself. 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 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 make up high impact education abroad programs. Students will also learn about the diverse ways to assess program effectiveness and impact. During this course, students will complete their capstone project, which will be presented at the end of the term.

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 select language courses (Arabic, French, or Spanish) based on placement and in consultation with their advisor. Specific courses are listed in the catalog under ARA, FRE, or SPA prefixes.

Mediterranean Regional Courses

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

COM/IRL 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 the 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 a 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—U.S. 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 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:

HIS 595—Cultural History of Europe and the Islamic World

This traveling seminar is designed for students interested in an academically rigorous 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 fields 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)

The Master of Arts in International Relations is a one-year program exploring the complex web of power, influence, and cooperation among the diverse actors that shape global affairs, with a particular focus on the countries and societies of the Mediterranean Basin: Europe, the Middle East, and North Africa. The MAIR 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 programs abroad to prepare students for careers as diplomats in the Foreign Service or in international business.

In keeping with this tradition, our mission is to prepare students for a globalized world in which political, economic, and technological shifts are constantly reshaping career landscapes. This is achieved through a robust program combining theoretical foundations with dedicated courses in essential professional skills—research and writing, negotiation, language proficiency, and intercultural communication. The emphasis on experiential learning—including presentations, debates, simulations, and field study excursions—offers students hands-on contexts that bridge academic analysis with professional practice.

Beyond the core requirements, MAIR students are empowered to customize their degree through a flexible capstone approach, elective courses, internships, and the option of completing the degree at one of the program's other campuses—Madrid, Barcelona, or Florence. An extensive network of partner universities, think tanks, NGOs, and regional experts provides access to vast expertise and resources as students chart their career paths.

Learning Outcomes

The 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.
- 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. Through ACM's network of international scholars, intellectuals, and policymakers, students will observe international organizations such as the European Commission, the European Parliament, the UN High Commissioner for Human Rights, the World Trade Organization, NATO, and various consulates and embassies in Europe and North Africa. Students may also have the opportunity to pursue internships or externships with various international institutions and NGOs.

Language and Culture Courses

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 37-credit (including 1 credit for the New Student Immersive Course), one-year program consisting of the following:

- Four required core courses (12 credits)
- Two language and culture courses (6 credits)
- Four elective courses in IRL or related fields (12 credits)
- A January Term Traveling Seminar (3 credits)
- A Capstone Project (3 credits)

Students may choose from electives relating to international relations, international business, economics, and international law.

In the spring, students will choose to pursue one of the following capstone options:

Research Track

The Research Track involves a project building on prior coursework and additional research leading to either a traditional master's 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. The Research Capstone includes an oral defense.

Policy and Practice Track

This track is designed for students who hope to find hands-on work in a field related to international relations and wish to develop practical skills through an internship or consultancy project. Internships (a minimum of 120 hours) will culminate in either a policy paper or consultancy report arising from the internship experience. Although ACM guides and supports students in this process, each student is responsible for applying and interviewing for their internship. Students will receive three credits for their internship, submitting regular reports to their advisors with a final report due upon completion.

MAIR Program Structure

New Student Immersive Course (1 Credit)

Students will begin their semester by participating in the New Student Immersive Course (1 credit), which is an intensive cultural and linguistic experience designed to aid with student integration into France, create community amongst all graduate students, and build a foundation in the language.

Semester 1 (15 Credits)

All students take five 500-level courses, including four core courses (below) and one language and culture course.

- IRL 500—Research Methods for International Relations
- IRL 504—Theories of International Relations
- POL 510—Comparative Politics
- IRL/BUS 537—International Negotiations
- Language and Culture Course

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:

- IRL 555—Diplomacy and Human Rights in the Mediterranean
- POL 595—European Politics and the Islamic World

Semester 2 (15 Credits)

All students take five 500-level courses: one language course and four elective courses in IRL or related fields chosen in consultation with their advisors. One elective may be replaced by an internship or consultancy, subject to their advisor's approval.

- Four Electives
- Language and Culture Course

Sample MAIR-approved Electives:

- POL 507—The European Union: Integration, Enlargement, Unity
- IRL/POL 508—Geopolitics of the Mediterranean Basin: Security in a Diverse Region
- IRL/POL 518—The Israeli-Palestinian Conflict
- IRL/COM 516—Media and Conflict
- ECO 508—International Economics and the European Union
- IRL/PHI 548—Global Justice
- POL/PHI 519—Contemporary Political Philosophy
- POL/ENS 509—Global Environmental Politics
- IRL/POL 505—U.S. Diplomacy in an Age of Change: Case Studies and Practical Exercises
- POL 522—Contemporary French Politics
- IRL/POL 560—The International Law and Politics of Armed Conflict
- HIS/POL 521—French Colonialism in the Middle East and North Africa

Summer (3 Credits)

IRL 598/599—Capstone Project

- Research Track—Thesis (up to 15,000 words) or equivalent project, due by July 15th, with oral defense to follow.
- Policy and Practice Track—Internship (120 hours) and an associated policy paper or consultancy report, due July 31st, with exit interview to follow.

Total Credits: 37

Core Courses

IRL 500—Research Methods for International Relations

This course provides 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.

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 interpersonal 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.

IRL/BUS 537—International Negotiations

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 598/599—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 31st.

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

Electives

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

IRL/POL 508—Geopolitics of the Mediterranean Basin: Security in a Diverse Region

France is both a founding member of the European Union and a 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 firsthand 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.

IRL/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 confrontations which pitted Israel against its neighboring countries, and 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 Israeli and Palestinian societies, their history, and their culture.

IRL/COM 516—Media and Conflict

This course provides a structured approach to analyzing different media systems and exploring the dynamics of news, politics, conflict, and press freedom. Focusing on ongoing international crises of global importance, it examines how various media outlets report on topics such as armed conflicts and human rights abuses. Students will study the dynamics that govern news media environments and structures, seeking to understand why audiences from different cultural spheres can perceive the same news in diametrically opposed ways. The course also examines the arsenal of tools—used by authoritarian and even democratic regimes—to suppress press freedom or spin coverage. Finally, it highlights the ways courageous journalists work 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 legislation 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.

IRL/POL 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 508—International Economics and the European Union

The course critically examines the challenges to economic governance and policy presented by the 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 the 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 those 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—U.S. 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 U.S. 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.

January Term

To satisfy the MAIR degree program course requirements, students must enroll in one of the following January Term traveling seminars:

POL 595—European Politics and the Islamic World

This 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 fields 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.

IRL 555—Diplomacy and Human Rights in the Mediterranean

The Diplomacy and Human Rights Traveling Seminar is a hands-on field study course designed to help students explore the economic, political, legal, and moral challenges of international human rights promotion. Lectures and reading form only a small part of this course. Our approach is to go behind the scenes of human rights debates in Europe, the Middle East and North Africa by speaking directly with the people who shape them.

Travelling to various locations in southern France and across Morocco, we will visit embassies to speak with diplomats to explore the role of foreign policy; we will meet refugees to understand the extraordinary challenges of displacement and exile; we will be briefed by NGOs and witness the projects they put in place to help their communities; we will engage with activists, scholars, and journalists to appreciate how human rights discourse can shape, or stifle, debate on key issues of the day like migration and rule of law. Then we will travel to The Netherlands where we will visit the international courts – the ICC and the ICJ – and learn from legal experts about the role of international justice in protecting human rights, how the mechanisms of international law function, and why they are now under threat.

Along the way we will take time to explore and appreciate the diverse cultures of the countries in which we travel - sampling *bouillabaisse* in Marseille, haggling in the souks of Marrakech, and cruising the canals of Amsterdam. By visiting historical sites and museums, eating at local restaurants, and simply meeting local residents, we will gain a greater understanding of political and social challenges beyond our borders and learn to evaluate them within their historical, geographical, and cultural contexts.

Master of Arts in Media Studies (MAMS)

Offered by the School of Humanities and Sciences, the Master of Arts in Media Studies (MAMS) is a one-year, 37-credit program—but it is not a typical media studies degree. At its core is a truly international experience with an emphasis on interdisciplinarity and engagement with multiple media platforms and genres.

Building on the strategic location of ACM's European campuses, the program leverages its site-specificity with close ties to Spain, France, and North Africa. Students spend their first semester in Barcelona and their second semester in Aix-en-Provence, integrating core media theory with intensive language acquisition, a January Term traveling seminar (which includes North Africa), and a hands-on summer capstone project.

The curriculum emphasizes entrepreneurial media across the spectrum—from journalism, politics, and current issues to culture, performing arts, film, podcasting, music, international festivals, and mediated global events. Students also explore the 21st-century media landscape, including social media addiction, mindfulness in media, and media hygiene. With an eye on “futures studies,” the program asks where current media practices are headed and what effects they will have on society, politics, and culture.

The program includes site visits to innovative media practitioners around the Mediterranean, as well as work/study, internship, and capstone experiences at world-class festivals such as the Festival d'Aix, the Festival de Pâques, and the Cannes Film Festival.

A core principle of the program remains a steadfast commitment to ethical, culturally sensitive, and socially responsible communication. MAMS prepares students for success in fields such as public relations, brand management, public affairs, nonprofit management, education, and research.

Learning Outcomes

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

- Analyze the role of media, language, and representation in shaping public opinion, identity, and social change across global contexts by applying interdisciplinary frameworks.
- 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

The MAMS is a 37-credit program consisting of the following required components:

- Core Courses (17 credits—see MAMS Core Curriculum below)
- Communicating Policy (1 credit)
- Special Topics in Media Studies Courses (4 credits)
- January Term Traveling Seminar (3 credits)
- Language and Culture Courses in Spain and in France (7 credits)

- Summer Internship and Capstone Project (5 credits)

MAMS Core Curriculum

- Media Studies Theory and History
- Journalism
- Film and Visual Arts
- Digital Culture and Popular Media
- Spanish and French Language and Culture

Language and Culture Courses

Students select language courses (Arabic, French, or Spanish) based on placement and in consultation with their advisor. Specific courses are listed in the catalog under ARA, FRE, or SPA prefixes.

MAMS Program Structure

New Student Immersive Course (1 Credit)

All MAMS students will take the following 500-level core course:

- COM 510—Communicating Policy

Semester 1—Barcelona, Spain (14 Credits)

All students take five 500-level courses, including four core courses and one language and culture course.

- COM 600—Proseminar in Media Studies Theory I
- EDU/BUS 512—Global Leadership and Ethics
- COM 517—Communication and Gender
- COM 541—Special Topics in Media Studies: Media, Politics, and Power
- Language and Culture in Spain (4 credits)

January Term (3 Credits)

To satisfy degree requirements, MAMS students must enroll in a multi-country January Term traveling seminar, which explores the politics, economies, histories, and cultures of the region.

Semester 2—Aix-en-Provence, France (14 Credits)

All students take five 500-level courses, including four core courses and one language and culture course.

- COM/IRL 516—Media and Conflict
- COM 601—Proseminar in Media Studies Theory II
- BUS/IRL 535—Strategic Communication and the Power of Storytelling
- COM/FLM 542—Special Topics in Media Studies: Podcasting: Mastering the Art from Storytelling to Production
- Language and Culture in France (3 credits)

Summer—Cultural Media Internship and Capstone Seminar (5 Credits)

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.

Total Credits: 37

Media Studies Core Courses

COM 510—Communicating Policy (1 credit)

This course offers a pragmatic engagement with the intersection of international education and communication practice. History is full of potentially effective policy undone by ineffective communication, and of ineffective policy embraced because it was communicated well. Open to students in the MAIE and MAMS programs. We will focus on the collaborative process in which both disciplines will work together toward a common goal of successful educational transactions.

COM/IRL 516—Media and Conflict (3 credits)

This course provides a structured approach to analyzing different media systems and exploring the dynamics of news, politics, conflict, and press freedom. Focusing on ongoing international crises of global importance, it examines how various media outlets report on topics such as armed conflicts and human rights abuses. Students will study the dynamics that govern news media environments and structures, seeking to understand why audiences from different cultural spheres can perceive the same news in diametrically opposed ways. The course also examines the arsenal of tools—used by authoritarian and even democratic regimes—to suppress press freedom or spin coverage. Finally, it highlights the ways courageous journalists work to circumvent these obstacles.

COM 517—Communication and Gender (2 credits)
This course examines how media shapes and communicates social expectations of masculinity and femininity based on assigned biological sex. Drawing on multidisciplinary fields of current theory and research, students will explore gender as a social construct that is constantly created, maintained, and challenged through everyday interactions and performative communication practices. Adopting an intersectional framework, the course analyzes how gender intersects with race, class, sexuality, and other structures of power across various media channels—including cinema, television, streaming platforms, music, advertising, and social media. Additionally, students will gain hands-on academic experience by designing and conducting their own independent research projects.

BUS/IRL 535—Strategic Communication and the Power of Storytelling (3 credits)
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 equips graduate students with a strategic framework for designing international communication campaigns that resonate across cultures, sectors, and platforms. Moving beyond traditional communication techniques, students explore how storytelling functions as a core leadership and organizational tool in corporate, governmental, and NGO contexts. Through the development of a personal communication project, students learn to create mission-driven messaging, conduct audience discovery, craft value propositions, and select high-impact channels—from social media and podcasts to press strategies and influencer engagement. By the end of the course, students deliver a comprehensive, metrics-informed communication strategy that demonstrates how purposeful narratives can shape perception, inspire action, and build meaningful stakeholder relationships in a fragmented global media landscape.

COM 541—Special Topics in Media Studies: Media, Politics, and Power (2 credits)
This course delves into the ways in which media and their audiences play a role during political, military, and social conflicts, by examining the relationship between media, conflict, and public opinion and how these phenomena/actors influence and shape each other.

The course combines short theoretical presentations of the main study topics, detailed analysis of media sources, and classroom debates that will cover three main branches: the relationship of media and politics (manipulation, ideological bias, fake news, etc.), civil society movements (Black Lives Matter, Me Too, Anti-ICE protests, etc.), and military conflicts (Syria, Ukraine/Russia, Israel/Palestine, etc.).

COM/FLM 542—Special Topics in Media Studies: Podcasting: Mastering the Art from Storytelling to Production (2 credits)
In recent years, podcasts have become an indispensable form of media for creative industries and beyond. This course introduces students to podcasting as a medium for communication and storytelling. Combining critical analysis with hands-on practice, students will examine the aesthetics, ethics, and narrative structures of contemporary podcasts while developing practical skills in audio production. The course emphasizes the transformation of research and ideas into compelling audio content through scripting, interviewing, recording, editing, and sound design. Students will engage with podcasting not only as a technical process but also as a form of media practice. By the end of the course, students will produce original podcast content that demonstrates both analytical depth and professional production standards.

COM 600—Proseminar in Media Studies I (3 credits)
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 (3 credits)
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.

EDU/BUS 512—Global Leadership and Ethics (3 credits)
The central focus of "Global Leadership and Ethics" is on developing transformational leaders. Effective leadership demands more than strategic thinking and interpersonal skill. It demands ethical clarity: the ability to reason well about right and wrong when the stakes are real and the answers are contested. This course develops all three capacities together. Through the lens of self-authoring and self-development theories, you will deepen your understanding of how you make meaning of yourself, others, and the challenges you face. Through case studies and structured engagement with ethical traditions (including virtue, care, justice, and pragmatist frameworks) you will build the vocabulary and reasoning ability to navigate moral complexity in organizations. And through sustained team-based work, you will practice the relational skills that ethical leadership requires: listening across difference, giving honest feedback, managing conflict productively, and creating conditions where others can do their best work. The course operates on a simple premise: you cannot lead transformational change in (global) organizations without being willing to examine and transform yourself. This course is designed with the guiding principle that as aspiring "transformational leaders," students must include themselves in the "change equation".

COM 543—Practicum in Media Studies: Cultural Media Internship and Capstone (5 credits)
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. MAMS students complete a supervised professional internship (minimum 150 hours; 4 credits) within a host organization such as a film festival, cultural institution, arts nonprofit, media outlet, or production company engaged in curatorial, communications, or event work. Practicum placements immerse students in the day-to-day operations of media, arts, and cultural programming, where they work alongside professionals to support programming, communications, production, audience engagement, or administrative functions.

While in the field, students also concurrently enroll in a 1-credit, discussion-based in-person or virtual capstone seminar led by MAMS faculty. This seminar supports structured reflection, professional development, and critical analysis of ethical, cultural, and institutional dimensions of media work, directly connecting the practicum experience to the MAMS program's learning outcomes.

As a final deliverable, students prepare a professional portfolio or analytical report demonstrating the integration of theory and practice within the media and cultural landscape. Through this integrated model, students develop practical skills, deepen critical and intercultural understanding, and refine their leadership capacity in media studies contexts.

January Term

To satisfy their degree program requirements, all MAMS students must enroll in the School of Global Affairs January Term program.

International Business and Emerging Markets

- **COM 525—International Business and Emerging Markets**

As part of their degree, ACM MAMS students take part in a January Term program (J-Term), a multi-country traveling seminar. Travel spans 2-3 weeks and explores the politics, economics, histories, and cultures of the countries visited.

Within the seminar, MAMS students follow a media-focused itinerary designed for students interested in the study of the media environment of various economic, political, and cultural systems in the Mediterranean Region. The Europe-Morocco route gives students exposure to the different facets of international media—including but not limited to journalism, advertising, media content production, consumption, media economics and entertainment, and media regulation, to name just a few key areas. Students will study how various media forms (e.g., film, TV, public diplomacy, media enterprises) cope with the challenges specific to these different national and regional centers, and how they seize the opportunities they offer. One of the traveling seminar's main purposes is to allow students to learn by visiting specific sites and analyzing how different types of media deal with public policy and regulations at the regional, national, and supranational levels in the Mediterranean Region. Students will meet with media practitioners, media producers, and policymakers from the individual countries visited, as well as decision-makers from the European Union.

(Sites will include news television channels, film postproduction facilities, global mediated sport brands, Disneyland Paris, animation studios, and others.)

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 student interests, the first-year MFA program can be modeled on either the full-year **Marchutz Core Art Program** (focused on the visible world and perception) or the full-year **Mediterranean Core Art Program** (contemporary and conceptual), or students can complete 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 to 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 opportunities 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 processes 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 in 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:

New Student Immersive Course (1 Credit)

Students will begin their semester by participating in the New Student Immersive Course (1 credit), which is an intensive cultural and linguistic experience designed to aid with student integration into France, create community amongst all graduate students, and build a foundation in the language.

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 Masters Forum (ART/ARH 515, 3 credits)
- Art History (3 credits)
- French (3 credits)

January Term Elective (3 Credits)

- Multi-Country Traveling Seminar

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 Administration: Cultural Management and Leadership (ART 527, 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)

Mediterranean Track

Fall Semester – Year 1 (18 Credits)

- Altered Landscapes: Field Sketching and Image-making in Mixed Media (ART 592, 3 credits)
- Drawing and Painting in the Mediterranean: Contemporary Experimentation (ART 593, 3 credits)
- The Mediterranean Seminar: The Perception of the Mediterranean Through the Ages (ART 518, 3 credits)
- The Masters Forum (ART/ARH 515, 3 credits)
- Art History (3 credits)
- French (3 credits)

January Term Elective (3 Credits)

- Multi-Country Traveling Seminar

Spring Semester – Year 1 (15 Credits)

- Altered Landscapes: Mixed Media and the Memory of Place (ART 594, 3 credits)
- Drawing and Painting in the Mediterranean: Light, Color, and Form (ART 595, 3 credits)
- The Mediterranean Seminar: The Perception of the Mediterranean in Modern and Contemporary Times (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 Administration: Cultural Management and 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)

Total Credits: 61 (includes 1 credit for the New Student Immersive Course)

	MARCHUTZ TRACK	MEDITERRANEAN TRACK
FALL | YEAR 1 18 credits	• ART 515 (3) • 1 Art History course (3) • French (3) • ART 501(3) • ART 509 (3) • ART 630 (3)	• ART 515 (3) • 1 Art History course (3) • French (3) • ART 518 (3) • ART 592 (3) • ART 593 (3)
J-TERM 3 credits	• J-Term (3)	• J-Term (3)
SPRING | YEAR 1 15 credits	• 1 Art History course (3) • French (3) • ART 502 (3) • ART 510 (3) • ART 632 (3)	• 1 Art History course (3) • French (3) • ART 519 (3) • ART 594 (3) • ART 595 (3)
FALL | YEAR 2 12 credits	• ART 511 (3) • ART 633 (3) • ART 527 (3) • Elective (3)	• ART 511 (3) • ART 633 (3) • ART 527 (3) • Elective (3)
SPRING | YEAR 2 12 credits	• ART 634 (4) • ART 750 (5) • Elective (3)	• ART 634 (4) • ART 750 (5) • Elective (3)

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/ARH 515) in their first semester. This graduate course aims to inspire students through 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 or culture courses during their first year.

January Term Traveling Seminar (3 Credits)

To satisfy their degree program requirements, MFA students must enroll in a January Term program. Students should consult with their school Dean prior to choosing a January Term program.

Thesis Project (MFA Exhibition/Show) (5 Credits)

In year two, MFA students in either track (Marchutz or Mediterranean) will take ART 750—Thesis Project (MFA Exhibition/Show), during which they execute a body of work in a purposeful manner that 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 Courses

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

Resources and Studio Space

Students have access (with a posted schedule) to the 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

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: Field Sketching and Image-making in Mixed Media

Field sketching is the starting point for this mixed media course on place, observation, and visual transformation. Aix-en-Provence and its surroundings will become source material as students draw from direct experience and build a foundation of images from the local landscape. Through experimentation with collage, transfers, cut-up techniques, color, line, and form,

students will develop a visual language for representing space, memory, and environment. The course emphasizes observation, image-building, and creative experimentation as students transform field sketches and visual research into larger, more complex two-dimensional works.

ART 593—Drawing and Painting in the Mediterranean: Contemporary Experimentation

This studio course explores drawing and painting through techniques used by modern and contemporary artists connected to the Mediterranean region. Students will experiment with color, line, layering, mark making, and composition while considering how artistic methods travel across cultures and continue to influence contemporary art today. Through a series of drawing and painting projects, students will test how different techniques can change the structure, mood, and meaning of an artwork. The course considers examples ranging from the vibrant color and line work of Henri Matisse to the layered compositions of Bechir Boussandel, the drawings of Aymen Mbarki, the pointillism of Paul Signac, and the introspective works of Ymen Berhouma.

ART 594—Altered Landscapes: Mixed Media and the Memory of Place

What does it mean to occupy a space? How do artists represent their experience and/or relationship to place? In this course, Aix-en-Provence, Marseille, and the surrounding region become places to observe, collect, remember, and reimagine. Field studies will lead to the creation of a personal archive made from objects, photographs, sketches, and visual references gathered throughout the semester. Through mark making, color, composition, shape, line, and material, the course explores how memory and lived experience can transform into visual expression. This two-dimensional mixed media course focuses on collage, drawing, and painting, while encouraging those with prior experience to incorporate photography, performance, video, or other media into their practice.

ART 595—Drawing and Painting in the Mediterranean: Light, Color, and Form

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.

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/ARH/PHI 511—Critical Studies III

The Critical Studies Seminar examines the social, cultural, political, and historical contexts of art, exploring how artworks reflect, influence, and challenge societal norms and power structures. This graduate seminar, required for second-year MFA students, explores critical studies in contemporary art, art history, and theory. Students will engage with a wide range of critical essays, art criticism, and philosophical texts, examining the intersections of art, culture, politics, and society.

ART/ARH 518—The Mediterranean Seminar: The Perception of the Mediterranean Through the Ages

This seminar explores the art, architecture, and cultural histories of the Mediterranean from antiquity through the premodern era. Students will examine how the Mediterranean developed as a center of cultural exchange shaped by movement, trade, religion, politics, and artistic production across centuries. Through the study of artworks, historical sites, material culture, and visual traditions, the course investigates how different societies represented identity, power, belief, and daily life throughout the region. Emphasis is placed on collaborative research, discussion, and creative investigation as students develop their own research interests and contribute to a collective digital map tracing historical sites, artistic networks, and cultural connections across the Mediterranean world.

ART/ARH 519—The Mediterranean Seminar: The Perception of the Mediterranean in Modern and Contemporary Times Ages

How do artists shape the way we understand the Mediterranean today? This seminar explores modern and contemporary art across the Mediterranean region through themes such as identity, migration, memory, environment, tourism, politics, and globalization. Students will investigate the work of contemporary artists, galleries, museums, and cultural spaces while examining how history continues to influence artistic production in the present. Through research, discussion, fieldwork, and collaborative projects, students will build their own research interests connected to a larger class investigation of contemporary Mediterranean visual culture. The course culminates in the creation of a collaborative digital map profiling artists, exhibitions, institutions, and cultural spaces throughout the Mediterranean.

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 review.

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.

ARC/ARH 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—The Masters Forum: Encounters in Contemporary Art

All MAAH and MFA students are required to take this class in their first semester. This graduate course aims to inspire students through direct exposure to diverse points of view, artistic practices, and mediums. Serving as a meeting point between art history and studio practice, the course is built around discussions with visiting artists, gallerists, and collectors; visits to art galleries, contemporary art centers, and artists' studios in and around Aix-en-Provence; and presentations by the students themselves.

ART/ARH 520—Picasso, Matisse, and the Mediterranean

This course investigates the development of modern art in the 19th and 20th centuries through the pivotal works of Picasso and Matisse, tracing revolutionary styles—from Post-Impressionism and Fauvism to Cubism and Surrealism—within the vibrant cultural and physical landscape of the Mediterranean.

ART/BUS 527—Arts Administration: Cultural Management and Leadership

How do artists and arts organizations survive—and thrive—in today's changing economy? This course introduces students to the world of arts administration and cultural leadership, connecting creative practice with the structures that support it. In this course, we look at how organizations define their missions and values, how the art market is shifting, and how arts leaders design programs, build audiences, communicate strategically, and secure funding. Students will also hear directly from working artists, gallerists, and arts leaders through guest lectures and site visits. By the end of the course, students will have a clear introduction to the business of art and the tools to imagine their own role in shaping the future of the cultural economy.

ARH/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 19th 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 Cézanne and Vincent van Gogh remain two of the most influential painters in the history of European art, and both completed significant portions of their work in Provence. Students will engage with these artists through advanced visual analysis, sustained critical inquiry, and independent research that connects course themes to their own academic and professional interests. Graduate students will take an active role in shaping weekly discussions by selecting and presenting readings that extend the topic of the week into broader methodological, historiographical, or theoretical terrain. This student-led component encourages deeper exploration of how Cézanne and van Gogh have been interpreted across diverse scholarly traditions and how these interpretations speak to contemporary research concerns in art history and related fields.

MSM/ARH 591—Museums Today: Missions 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 large part of the seminar will take place in Musée Granet in Aix.

January Term

To satisfy their degree program requirements, MFA students must enroll in a January Term program. Students should consult with their school Dean prior to choosing a January Term program.

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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 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, become a public relations specialist, or they may pursue careers in business or government agencies.

BASA

Frequent career paths for BASA graduates include art therapists, assistant art directors, graphic designers, interior designers, multimedia artists 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.

BAES

Graduates of the Bachelor of Arts in Environmental Studies (BAES) program are prepared for careers in environmental analysis, sustainability consulting, policy development, field research, and education. Frequent career paths include environmental scientist, sustainability coordinator, policy analyst, and natural resources manager. These positions may be found in government agencies, nonprofit organizations, private corporations, and research institutions. For graduates interested in teaching or advanced research, pursuing a graduate degree in environmental science, sustainability, or public policy will expand their career opportunities in this rapidly growing field.

BAMS

A degree in Mediterranean Studies prepares graduates for careers that bridge cultures, histories, and contemporary global issues. Frequent career paths include cultural heritage specialist, policy analyst, international program coordinator, and museum educator. These positions may be found in government agencies, museums, cultural institutions, diplomatic missions, and research organizations. For graduates interested in advanced research or teaching, pursuing a graduate degree in history, archaeology, political science, or cultural studies will expand their career opportunities in this dynamic field.

BACS

In today's interconnected world, effective communication is a powerful tool for change. Graduates of the Bachelor of Arts in Communication Studies program are prepared for careers in journalism, marketing, public relations, corporate communication, and the heritage and luxury industries. Frequent career paths include communications specialist, public relations coordinator, marketing associate, content strategist, and brand manager. These positions may be found in corporations, nonprofit organizations, media outlets, cultural

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

institutions, and government agencies. For graduates interested in advanced study, pursuing a graduate degree in media studies, international relations, or law will expand their career opportunities in this evolving field.

BAIB

Success in global business requires more than a bottom-line mentality — it demands cultural intelligence, ethical judgment, and a broad understanding of the world. Graduates of the Bachelor of Arts in International Business program are prepared for careers in international trade, marketing, finance, management, and consulting. Frequent career paths include business development associate, international marketing coordinator, trade specialist, financial analyst, and sustainability consultant. These positions may be found in multinational corporations, global consulting firms, government trade agencies, and international nonprofit organizations. For graduates interested in advanced study, pursuing a graduate degree in business administration, international relations, or law will expand their career opportunities in the global marketplace.

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 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 officer, 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 ACM has established for them and will be guided by their counselors and advisors upon completion of their 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 their counselors and advisors upon completion of their 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]

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

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

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

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

GMBA

Students graduating from The American College of the Mediterranean with a Master of Business Administration (GMBA) degree may pursue careers 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 their counselors and advisors upon completion of their 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) are 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 program with the academic depth and 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.