



# Middlebury Institute of International Studies at Monterey

**Academic Catalog**  
**July 1, 2019 - June 30, 2020**

*Mission: The Middlebury Institute of International Studies educates professionals to advance understanding, promote peace, and drive change in pursuit of a more just world.*

**Middlebury Institute of International Studies**  
**460 Pierce St.**  
**Monterey, CA 93940**  
**831-647-4123**

[www.middlebury.edu/institute](http://www.middlebury.edu/institute)

## TABLE OF CONTENTS

PROFILE .....	5
History .....	5
Graduate Schools .....	5
Facilities .....	5
Library .....	5
Faculty .....	6
Enrollment.....	7
International Characteristics .....	7
Alumni .....	7
Accreditation.....	7
ADMISSION .....	9
Admission Procedures and Application Process .....	9
International Student Information.....	11
Program Specific Admissions Requirements.....	12
Application Checklist.....	12
Checking Your Admission Status.....	12
Ability-To-Benefit.....	12
PROGRAMS AND PROGRAM-SPECIFIC REQUIREMENTS .....	13
Graduate School of International Policy and Management .....	13
Graduate School of Translation, Interpretation, and Language Education .....	22
Advanced Entry .....	24
INTENSIVE AND CUSTOM LANGUAGE PROGRAMS – OVERVIEW .....	27
REGISTRATION .....	28
Admission to a Different Graduate Degree Program Following Enrollment as a Graduate Student (Change of Degree Program) .....	28
Admission to a Second Graduate Degree Program.....	28
Registration Process.....	28
Payment Terms.....	29
Enrollment Status.....	29
Tuition Rates & total Costs by Program .....	30
Tuition Payment Policy.....	32
Student’s Right to Cancel .....	33
Course Load and Overload .....	34
Special Admission and Registration Procedures for Non-Degree Students.....	35
Adding Courses.....	35
Dropping Courses .....	35
Auditing Courses .....	36
Repeating Courses .....	36
INSTRUCTION .....	37
Assessment and Grading.....	37
Course Syllabus .....	37
Student Grading of Other Students’ Work .....	37
External Study and Study Abroad.....	37

Internships.....	37
Community Hours.....	38
Language Specialization .....	38
ACADEMIC STATUS AND STUDENT RECORDS .....	39
Grades and Credits.....	39
Disputed Academic Evaluation Procedures.....	40
Pass/No Pass Option .....	40
Pass/Fail Option .....	41
Incomplete Grades .....	41
Assignment of “In Progress” .....	41
Academic Standing .....	42
Satisfactory Academic Progress.....	42
Financial Aid Warning .....	42
Financial Aid Probation .....	43
Appeal Procedure.....	43
Academic Probation.....	43
Dismissal.....	44
Leave of Absence.....	45
Time Limit for Completion of Degree Requirement .....	45
Petition to Waive a Regulation, Policy, or Academic Requirement.....	45
Challenge Examinations .....	45
Graduation.....	45
Graduation with High Academic Achievement .....	46
Withdrawal From the Middlebury Institute .....	46
Readmission to the Middlebury Institute.....	46
Student Records and Confidentiality .....	46
Grade Reports .....	50
Transcripts.....	50
Transfer of Academic Credit from other Institutions.....	51
Notice Concerning Transferability of Credits and Credentials Earned at our Institution.....	52
STUDENT RIGHTS AND OBLIGATIONS .....	53
Student Responsibility .....	53
Student Code of Conduct.....	53
Student Grievance Procedures .....	53
Non-Discrimination and Anti-Harassment Policies Medical Insurance Requirements.....	53
Health Insurance Requirement.....	53
Current Health Insurance Plan .....	54
FINANCING YOUR EDUCATION AT THE MIDDLEBURY INSTITUTE.....	55
Eligibility For Financial Aid At The Middlebury Institute.....	55
How to Apply for Financial Aid at the Middlebury Institute .....	55
US Citizens and Permanent Residents.....	55
International Students .....	56
Non-degree Students.....	57
How We Determine Financial Aid Eligibility.....	57
Types of Aid Awarded by the Office of Student Financial Services.....	58
Outside Scholarships.....	61
Student Tuition Recovery Fund .....	61
Computer Purchase Program .....	63

ACADEMIC PROGRAMS .....	64
CAREERS .....	64
Career Placement .....	64
Standard Occupational Classifications.....	64
CAMPUS DIRECTORY.....	70
STUDENT LIFE INFORMATION .....	72
APPENDIX A – FACULTY & FACULTY QUALIFICATIONS .....	73
APPENDIX B – COURSE DESCRIPTIONS .....	83

## PROFILE

### History

The Middlebury Institute of International Studies at Monterey was founded in 1955 as the Monterey Institute of Foreign Studies by foreign language instructor Gaspard Weiss, in collaboration with his wife Louise Weiss and co-founders Frank Elton and Sybil Fearnley. Key early supporters of the Institute included Remsen Bird, the Countess of Kinnoull, Dwight Morrow Jr., and Noel Sullivan. Weiss and his colleagues envisioned a graduate school that would promote international understanding through the study of language and culture. While the Institute's name and programs have evolved, its core identity as an innovator and leader in international professional education has remained constant.

Over the decades the Institute has grown, adding new programs, faculty, and students to expand its global reach and educational mission. In 1961, the school acquired its first building at 425 Van Buren Street, just three blocks up the hill from downtown Monterey. The structure, today known as the Segal Building, was originally built in 1911 to house the Monterey Public Library. Now commemorated on the Institute's shield, the Segal Building has housed the office of every leader of the Institute since 1961. In 1979, the Institute's name was changed to the Monterey Institute of International Studies.

Middlebury formally acquired the Institute in 2010 following a five-year affiliation agreement. One of the leading liberal arts institutions in the United States, Middlebury is known worldwide for its leadership in language instruction, environmental studies, international programs, and innovations in experiential learning. It operates Schools Abroad programs in 16 countries and 36 cities around the globe. The Middlebury Language Schools, which celebrate their centennial in 2015, educate 1,500 students each summer in Vermont and California. The Middlebury Bread Loaf School of English, founded in 1920, offers summer classes in Ripton, Vermont; Oxford, England; and Santa Fe, New Mexico.

In January 2015, the Institute was renamed the Middlebury Institute of International Studies at Monterey. The Institute's rich heritage as a leading international professional graduate school continues to inform its mission and curriculum as it moves forward as part of a truly global network of programs for future leaders in areas from translation and interpretation to environmental policy, economic development to language education, conflict resolution to sustainable business.

### Two Inter-Related Graduate Schools

The Institute's Graduate School of International Policy and Management and the Graduate School of Translation, Interpretation, and Language Education offer degrees in international policy studies, translation and interpretation, language education, and international business that have propelled our alumni into international careers that address the critical challenges of this century.

### Facilities

The campus is located in the heart of historic Old Monterey and includes lecture halls, high-tech classrooms, seminar rooms, research centers, and labs wired for the latest technology. Wireless access is available throughout the campus. The main auditorium is electronically equipped to handle simultaneous interpretation in four languages. For more information and an interactive campus map, please visit: <http://www.myatlascms.com/map/index.php?id=972>

### Library

The Institute's library has nearly 100,000 volumes, periodicals in more than 30 languages, and access to global language, policy, and business resources through extensive computer databases and interlibrary loan agreements.

The Library's collection serves current students, faculty, and staff of the Middlebury Institute of International Studies at Monterey. The Library also provides more limited access and services to alumni and patrons of other local libraries as specified through consortial or institutional agreements. All patrons must have a current MIIS ID or a MIIS Library Card in order to borrow materials or access databases and other library resources.

**Faculty (see Appendix A for a list of regular and visiting faculty and their qualifications)**

The Institute employs 79 full-time, 80 adjunct and part-time, and 13 visiting, with about half of regular faculty and many adjuncts originally from outside the United States.

Full bios for faculty can be found on the MIIS website, listed by program:

- International Education Management: <https://www.middlebury.edu/institute/academics/degree-programs/international-education-management/faculty>
- International Environmental Policy: <https://www.middlebury.edu/institute/academics/degree-programs/international-environmental-policy/faculty>
- International Policy and Development: <https://www.middlebury.edu/institute/academics/degree-programs/international-policy-development-public-administration/faculty>
- International Trade and Economic Diplomacy: <https://www.middlebury.edu/institute/academics/degree-programs/international-trade-economic-diplomacy/faculty>
- Nonproliferation and Terrorism Studies: <https://www.middlebury.edu/institute/academics/degree-programs/nonproliferation-terrorism-studies/faculty>
- TESOL and Teaching Foreign Language: <https://www.middlebury.edu/institute/academics/degree-programs/language-education/faculty>
- Translation; Translation and Interpretation; Conference Interpretation: <https://www.middlebury.edu/institute/academics/degree-programs/translation-interpretation/faculty>
- Translation and Localization Management: <https://www.middlebury.edu/institute/academics/degree-programs/translation-localization-management/faculty>
- Master of Business Administration: <https://www.middlebury.edu/institute/academics/degree-programs/business-administration/faculty>

**Enrollment**

Approximately 700 graduate students. Average age is 27.

### **International Characteristics**

Approximately 39% of the students are international students who come from over 50 countries outside the U.S. Over 90% of the American students have lived, worked, or studied abroad. Students speak more than 33 languages on campus. Language instruction is offered in Arabic, Chinese (Mandarin), English, French, German, Japanese, Russian, and Spanish. Korean translation and interpretation is also offered and individualized instruction is available in numerous other languages by special arrangement.

### **Alumni**

Over 10,000 living in more than 120 countries.

### **Accreditation**

The Middlebury Institute of International Studies, under the umbrella of Middlebury College, is fully accredited by the Accrediting Commission for Senior Colleges and Universities of the New England Association of Schools and Colleges (NEASC), a higher education accrediting body recognized by the U.S. Department of Education.

New England Commission of Higher Education (NECHE)  
3 Burlington Woods Drive, Suite 100  
Burlington, MA 01803-4514  
U.S.A.  
781-425-7785  
[www.necche.org](http://www.necche.org)

In addition, the MBA in International Management program is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB).

AACSB  
777 South Harbour Island Boulevard, Suite 750  
Tampa, FL 33602  
U.S.A.  
Telephone: 813-769-6500  
[www.aacsb.edu](http://www.aacsb.edu)

The Middlebury Institute is a private institution approved to operate by the California Bureau of Private Postsecondary Education. Approval to operate means the Middlebury Institute is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution or if you need to file a grievance, you may contact the Bureau for Private Postsecondary Education directly at any time:

Bureau for Private Postsecondary Education  
P.O. Box 980818  
West Sacramento, CA 95798-0818  
Phone: (916) 431-6959  
Toll Free: (888) 370-7589  
Main Fax: (916) 263-1897  
Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov)  
E-mail: [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov)

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web Site: [www.bppe.ca.gov](http://www.bppe.ca.gov)

This institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.



## ADMISSION

### **Admission Procedures & Application Process**

Our admissions process involves a comprehensive evaluation of the application materials, including transcripts, recommendations, essays, interviews, and language proficiency assessments. Please review our admission requirements before applying, particularly the foreign language proficiency requirements. We consider all materials on an individual basis in the admissions process.

We will not process any application until all materials have been received. You will receive an admissions decision within three to five weeks, after you complete your application. Admitted students should then send a non-refundable tuition deposit of US \$750 to secure their enrollment.

We encourage you to apply online at [https://miis.force.com/application/tx\\_communitieshome](https://miis.force.com/application/tx_communitieshome) for the following: Master's degree programs, Bachelor's degree in International Studies, and foreign language or certificate programs. Our online application allows you to complete your application anytime, pay the application fee, and receive immediate notification of its submission. Your essays, resume, unofficial transcripts, and Letters of Official Recommendation have to be submitted online. Official Academic transcripts should be sent directly to Admissions.

Several of our language and non-degree programs have customized applications forms. Please consult specific programs for more details.

### **Application Fee**

You can pay this fee with a credit or debit card, check from a U.S. bank, International Postal Order in U.S. dollars, or wire transfer. You can use credit or debit card to pay the application fee online.

Please send checks and postal orders with hard copy applications. To pay with Visa, Mastercard, or American Express over the phone, please contact the Cashier's Office at (831) 647-6434. The Cashier also provides instructions for wire transfers.

Please make all checks payable to:  
Middlebury Institute of International Studies  
Attn: Admissions Office  
460 Pierce Street  
Middlebury, CA 93940 USA

Fed ID: #94-1425570

CA ID: #216-09672

### **Essays and Resume**

Your essays should explain who you are, including your motivations for pursuing graduate studies, and future academic or career objectives. Your resume should highlight your educational background and professional experience.

### **Undergraduate Transcripts**

Official transcripts should be sent in a sealed envelope from all academic institutions attended. If your school does not provide original transcripts, we will accept certified copies. Please provide certified English translations for non-English language transcripts.

For those currently attending degree programs, we will grant admission conditional upon satisfactory degree completion and final transcript results.

### **Letters of Recommendation**

Two Letters of Recommendation should be written by individuals qualified to evaluate your educational background and professional experiences. Appropriate individuals include university professors, employers, supervisors, or commanding officers. Letters of recommendation have to be submitted through the online application. All letters must be written or translated to English.

### **Interview**

Required (by invitation only) either in person or via Skype.

### **Standardized Test Scores**

Official Graduate Record Examination (GRE) scores are recommended - not required - for all other graduate programs only if they will enhance your application. We consider strong scores in scholarship decisions. Please use our four-digit institution code [4507] to send us the scores.

### **Academic Experience**

Applicants to our graduate programs must have a Bachelor's degree or the equivalent from an accredited college or university and a minimum Grade Point Average (GPA) of 3.0 on a 4.0 scale. If you have a GPA lower than 3.0 and significant professional experience, please contact our Enrollment Managers in the Recruiting Office during the application process.

### **Professional Experience**

The Admissions Committee prefers that applicants have professional experience prior to enrolling. Most of our students have lived or worked in international contexts. The Admissions Committee considers a broad range of professional experiences including internships, volunteer work, military service, Peace Corps service, full-time employment, and more.

### **Language Study**

[Language study](#) is an essential component of our degree programs, highlighting our commitment to facilitating cross-cultural dialogue and bridging linguistic barriers. Our student body represents over 50 countries, and most of our students and faculty are proficient in a second language. Therefore, our campus is the quintessential environment for strengthening your language skills.

Advanced language skills in a second language are required for most graduate programs. Applicants are required to demonstrate that they meet the minimum language requirements in one of our core languages or in an approved non-core language. Proficiency may be documented, for all languages except English, with official transcripts or explained in the Application for Admission. Required skills include reading, writing, speaking, and listening. Core languages: Arabic, Chinese (Mandarin), English, French, Japanese, Korean (Translation and Interpretation only), Russian, and Spanish.

Non-core languages may be studied if permission is granted by the Graduate School of Translation, Interpretation, and Language Education (email [languages@miis.edu](mailto:languages@miis.edu) or call 831-647-4185). An additional fee will be charged each semester of study for a non-core language. **(Non-core languages cannot be approved for Translation and Interpretation programs.)**

**Non-native Speakers of English** must submit an official TOEFL or IELTS score report. Applicants who are not certain whether they are required to submit a TOEFL or IELTS score report should contact the Admissions Office to discuss their language background. Please review

the language proficiency requirements for your program(s) of interest on the following pages of this catalog.

## **International Student Information**

Non-native English speakers must provide evidence of English proficiency from either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examinations. Applicants who were educated in the U.S. or the United Kingdom may be exempt from the TOEFL or IELTS requirement. Please contact Admissions to waive this requirement.

International students are not U.S. citizens or permanent residents, and they enter the U.S. on an F-1 or J-1 non-immigrant visa for the purpose of higher education. U.S. federal regulations require international students to demonstrate sufficient financial resources for their first academic year. Admitted students must submit a Certificate of Financial Responsibility to obtain their F-1 or J-1 status. It is not necessary to submit the Certificate with the application.

The Office of International Student and Scholar Services plays a key role in the Institute's commitment towards building an international campus by providing support to all foreign nationals in the MIIS community with immigration and visa information. In addition, the Office of International Student and Scholar Services will vouch for student status and any associated charges.

### **Visa Information for International Students**

International applicants should apply at least 5 months prior to the proposed enrollment due to the extra time required for correspondence and consulate processing times for visa applications. When sending your documents, we suggest you use airmail to prevent time delays.

Once you have been admitted to the Middlebury Institute and your finances have been secured for your first year of study, we will send you a SEVIS I-20 form to apply for an F-1 Student Visa, or DS-2019 form to apply for a J-1 Exchange Visitor Visa. If you are already in the United States on a different type of visa, you may be required to apply for a change of status.

If you are currently attending another university in the United States and wish to transfer to the Middlebury Institute, we will need you to complete a certification of student status form before we can transfer your SEVIS record to the Middlebury Institute. You should consult with the international student advisor at your school regarding the transfer procedures.

### **Orientation for International Students**

In addition to the orientation required for all new students prior to the first semester of enrollment, international students are required to attend a mandatory orientation. This provides practical information on immigration requirements, U.S. academic policies, and general adjustment to life in the United States. There are also cross-cultural, optional practical training, and curricular practical training workshops for international students during the academic year.

### **Employment for International Students**

International Students on nonimmigrant visas are prohibited by U.S. regulations from working off campus during the first academic year of study in the United States. Approval for off campus employment must be obtained in advance. Work opportunities may also be available on campus for international students. International students who enroll at the Institute are provided with

information about working off campus during designated time periods following the first year of study and also after graduation.

### **Program-Specific Admissions Requirements**

#### **Translation and Interpretation Programs and Translation track of the Translation & Localization Management Program: Language and Skills Test**

This two-hour, take-home test includes both written and oral exercises designed to assess your language proficiency level. Please contact the [Admissions Office](#) to request the test. More information on the LST can be found at:

<https://www.middlebury.edu/institute/admissions/application-instructions/language-skills-test> or <https://www.middlebury.edu/institute/admissions/lst-guide>

#### **The Teaching Foreign Language Program: Language Interview and Writing Sample**

This writing sample should be a two to three page document on any topic in your language of instruction. Language faculty will contact applicants by phone or email to arrange the interview.

### **Application Checklist**

- Application form and \$65 Application Fee
- Essays (varies by program)
- Resume or Curriculum Vitae
- Official Transcripts
- Two Letters of Recommendation preferred
- Select Programs may require standardized test scores
- Interview- In person or via Skype

### **Checking Your Admission Status**

You are responsible for making sure that all supporting documents needed to complete your application have been received by the Admissions Office. You will be notified if there are items missing from your application file. Admitted students will be required to send a non-refundable tuition deposit of US \$750 to confirm their enrollment plans. If you are offered admission and decline, your application will be canceled. Support documents will be kept on file for two years should you wish to reapply within that time.

All documents contained in your application file belong to the Middlebury Institute and cannot be returned. The status of your file and the information it contains are confidential. Information will be revealed, at our discretion, only to you or to individuals whose names you have provided to us in writing.

### **Ability-to-Benefit**

California Education Code (CEC) §94811 defines an ability-to-benefit (ATB) student as a student who does not have a certificate of graduation from a school providing secondary education, or a recognized equivalent of that certificate. The Middlebury Institute of International Studies at Monterey does not accept ability-to-benefit students, since a prior baccalaureate degree is required for the majority of Institute programs.

## PROGRAMS AND PROGRAM-SPECIFIC REQUIREMENTS

### Graduate School of International Policy and Management

Following are the programs offered by the Graduate School of International Policy and Management:

#### Master's Degree programs in:

Development Practice and Policy (DPP)  
International Education Management (IEM)  
International Environmental Policy (IEP)  
International Policy Development (IPD)  
International Trade and Economic Diplomacy (ITED)  
Nonproliferation and Terrorism Studies (NPTS)

#### Joint Master's Degrees:

Joint MPA/MA in International Education Management  
Joint MPA/MA in International Trade and Economic Diplomacy  
Joint IPD/MA in International Trade and Economic Diplomacy

#### Joint BA Degrees:

Joint BA/MA in International Policy and Development  
Joint MPA/MA in Nonproliferation and Terrorism Studies  
Joint MPA/Master of Public Administration

The joint BA degrees are honors programs that requires two years of prior study at an accredited college/university. Applicants should contact the Admissions Office by email at [admit@miis.edu](mailto:admit@miis.edu) or call 831-647-4123 to make an appointment to discuss their academic background prior to submitting an application.

#### Certificate Programs

Applicants must meet most of the requirements for the degree programs; however, there is no language requirement for native speakers of English. Students must have a U.S. master's degree or the equivalent from an accredited college/university or must have equivalent professional experience. Visit the website for a current listing of [certificate programs](#).

#### Non-degree Program

Students who do not plan to study for a degree must meet the same requirements as those studying for a degree. Some exceptions may be made on a case-by-case basis.

### Development Practice and Policy Admissions Requirements

Includes two MIIS degree programs:

- **International Policy and Development (IPD)** (*Human Security & Development; Trade, Investment & Development*)
- **Public Administration (MPA)** (*Conflict, Security & Development; Social Entrepreneurship; Human Rights Development; Capacity Development*)

#### Native English Speakers

You will complete *at least 8 credits of advanced language courses* as part of your 12 credit **language and intercultural competency** degree requirement. You may choose to select an additional 1-4 credits of language coursework or 1-4 credits of intercultural competency

coursework to satisfy this requirement. To ensure the greatest improvement in your second language ability, the 8-12 credits of language study must be dedicated to a single language, unless you have 400-level or above proficiency.

You are expected to be at the **200 level (equivalent to 2nd-year college level)** in your second language by the time you begin the degree program. **Please note** that it is not the number of years of language study you have completed that determines your eligibility to enter our language program, but your ability to read, write, speak, and listen in your language of choice at the time of enrollment.

### **Non-Native English Speakers**

We recognize that many of our international students come to the Middlebury Institute with sophisticated language backgrounds. Terms like "native-speaker," "fluent," or "bilingual" often do not accurately reflect the rich backgrounds of our students. If you did not receive your high school and/or college education in English, your **Language of Study** will be English. You will be asked to demonstrate English proficiency as part of the admission process.

### **TOEFL or IELTS Scores**

You must provide evidence of English proficiency from either the Test of English as a Foreign Language (TOEFL) **or** International English Language Testing System (IELTS) examinations. *Scores are valid if you have taken the exam within the last two years.*

<b>Minimum TOEFL Scores</b>	<b>Minimum IELTS Scores</b>
<ul style="list-style-type: none"><li>• Internet-based test: <b>80</b></li><li>• Writing sub-score: <b>23</b></li></ul> (No sub-scores below 19)	<ul style="list-style-type: none"><li>• 6.5 Overall</li></ul> (No Sub-score below 6.0)

### **Alumni of U.S. or U.K. Colleges and Universities**

If you have completed your entire undergraduate program at a U.S. or U.K. college or English speaking university, you will not be required to submit the TOEFL or IELTS scores. These scores may also be waived on a case-by-case basis, if you have completed extensive academic work in English. **Contact us to learn more >>**

### **Placement Test**

New students are required to complete an [online language placement test](#) prior to [orientation week](#).

### **Standardized Test Scores**

#### **Graduate Record Examination (GRE)**

GRE scores are **not required**. However, applicants who have taken the GRE are encouraged to submit them because they may positively influence merit scholarship awards. Applicants with an undergraduate GPA below 3.0 are strongly encouraged to submit GRE scores for admission consideration. Please use our four-digit institution code [4507] to send us your scores.

### **Joint Degree MPA/International Trade and Economic Diplomacy**

Students can broaden their career options by earning both the MA in International Trade and Economic Diplomacy and the Master of Public Administration in 5 semesters

If you're interested in a professional career at the intersection of development and trade, you can earn both a [Master of Public Administration](#) (MPA) and a [Master of Arts in International Trade and Economic Diplomacy](#) (MAITED) in five semesters.

### **Joint Degree IPD/International Trade and Economic Diplomacy**

Trade can affect employment, investment, economic growth, and educational opportunities in either positive or negative ways. A degree program that combines trade and development equips students to analyze policies and design initiatives that can mitigate some of the unfavorable effects of trade policies while amplifying positive outcomes.

If you're interested in a professional career at the intersection of development and trade, you can earn both a [Master of International Policy and Development](#) (MAIPD) and a [Master of Arts in International Trade and Economic Diplomacy](#) (MAITED) in five semesters.

### **Advanced Entry**

We grant advanced entry students up to **24 academic credits** based upon their qualifications. You may qualify for advanced entry if you meet one or more of the following requirements:

- You have already completed an **advanced degree** (MA, MBA, JD, PhD, etc);
- You have **significant professional experience** (more than 10 years);
- You have completed **coursework in international policy** or a closely related field.

### **Accelerated Entry**

Additionally, our students may qualify for accelerated entry if they have past graduate coursework in related fields. We typically grant our accelerated entry students **12 academic credits** based on their qualifications.

### **Transfer Credits**

You may also transfer up to **25% of total degree program credits** from an accredited college or university and, therefore, complete your degree in three semesters.

### **Degree Requirements**

Click [here](#) for the core curriculum and degree requirements for the **IPD: Policy and Development**

Click [here](#) for the core curriculum and degree requirements for the **MPA Program**.

## **International Education Management Admissions Requirements**

Admission to the [International Education Management](#) program is based on a candidate's prior academic record, professional experience and foreign language proficiency.

### **Language Proficiency**

You have the opportunity to develop and integrate [foreign language and intercultural communication](#) skills within your degree program for professional purposes.

### Native English Speakers

Your degree program will include **8 credits** of advanced language and **4 credits** of intercultural competency coursework. To ensure the greatest improvement in your second language ability, these 8 credits must be dedicated to a single language of study.

You are expected to be at the **200 level (equivalent to 2nd-year college level)** in your second language by the time you begin the degree program. **Please note** that it is not the number of years of language study you have completed that determines your eligibility to enter our language program, but your ability to read, write, speak and listen in your language of choice at the time of enrollment.

### Non-Native English Speakers

We recognize that many of our international students come to the Middlebury Institute with sophisticated language backgrounds. Terms like "native-speaker," "fluent," or "bilingual" often do not accurately reflect the rich backgrounds of our students. If you did not receive your high school and/or college education in English, your **Language of Study** will be English. You will be asked to demonstrate English proficiency as part of the admission process.

### TOEFL or IELTS Scores

You must provide evidence of English proficiency from either the Test of English as a Foreign Language (TOEFL) **or** International English Language Testing System (IELTS) examinations. *Scores are valid if you have taken the exam within the last two years.*

Minimum TOEFL Scores	Minimum IELTS Scores
Internet-based test: 100 overall <ul style="list-style-type: none"><li>• 25 reading</li><li>• 25 listening</li><li>• 23 speaking</li><li>• 27 writing</li></ul>	<ul style="list-style-type: none"><li>• 7.5 Overall</li><li>• 7.5 Listening and Reading</li><li>• No Sub-score below 7.5</li></ul>

### Alumni of U.S. or U.K. Colleges and Universities

If you have completed *your entire undergraduate program at a U.S. or U.K. college or English speaking university*, you will not be required to submit the TOEFL or IELTS scores. These scores may also be waived on a case-by-case basis, if you have completed extensive academic work in English. **Contact us to learn more >>**

### Test Your Language Proficiency

#### Placement Test

New students are required to complete an [online language placement test](#) prior to [orientation week](#).

#### Standardized Test Scores

Graduate Record Examination (GRE) scores are **not required**. However, applicants who have taken the GRE are encouraged to submit them because they may positively influence merit scholarship awards. Applicants with an undergraduate GPA below 3.0 are strongly encouraged to



submit GRE scores for admission consideration. Please use our four-digit institution code [4507] to send us your scores.

### **Joint Degree MPA/International Education Management**

Students can broaden their career options by earning both the MA in International Education Management and the Master of Public Administration in 5 semesters (4 semesters of coursework and a one-semester professional practicum in the international education field).

Applicants may qualify for a joint degree program if they meet specific requirements. The requirements are the same as above, with the addition of microeconomics and macroeconomics. Students in the [Master of Public Administration](#) program must demonstrate proficiency in microeconomics and macroeconomics **before** they can register for one of the *required* economics courses at the Middlebury Institute.

### **Degree Requirements**

Click [here](#) for the core curriculum and degree requirements for the **IEM program**.

## **International Environmental Policy Admissions Requirements**

Admission to the [International Environmental Policy](#) program is based on a candidate's prior academic record, professional experience and foreign language proficiency.

### **Language Proficiency**

You have the opportunity to develop and integrate foreign language and intercultural communication skills within your degree program for professional purposes.

### **Native English Speakers**

You will complete *at least 8 credits of advanced language courses* as part of your 12 credit language and intercultural competency degree requirement. You may choose to select an additional 1-4 credits of language coursework or 1-4 credits of intercultural competency coursework to satisfy this requirement. To ensure the greatest improvement in your second language ability, the 8-12 credits of language study must be dedicated to a single language, unless you have 400-level or above proficiency.

You are expected to be at the 200 level (equivalent to 2nd-year college level) in your second language by the time you begin the degree program. **Please note** that it is not the number of years of language study you have completed that determines your eligibility to enter our language program, but your ability to read, write, speak and listen in your language of choice at the time of enrollment.

### **Non-Native English Speakers**

We recognize that many of our international students come to the Middlebury Institute with sophisticated language backgrounds. Terms like "native-speaker," "fluent," or "bilingual" often do not accurately reflect the rich backgrounds of our students. If you did not receive your high school and/or college education in English, your Language of Study will be English. You will be asked to demonstrate English proficiency as part of the admission process.

## TOEFL or IELTS Scores

You must provide evidence of English proficiency from either the Test of English as a Foreign Language (TOEFL) **or** International English Language Testing System (IELTS) examinations. *Scores are valid if you have taken the exam within the last two years.*

Minimum TOEFL Scores	Minimum IELTS Scores
<ul style="list-style-type: none"><li>• Internet-based test: 80</li><li>• Writing sub-score: 23</li></ul> (No sub-scores below 19)	<ul style="list-style-type: none"><li>• 6.5 Overall</li></ul> (No Sub-score below 6.0)

## Alumni of U.S. or U.K. Colleges and Universities

If you have completed *your entire undergraduate program at a U.S. or U.K. college or English speaking university*, you will not be required to submit the TOEFL or IELTS scores. These scores may also be waived on a case-by-case basis, if you have completed extensive academic work in English. **Contact us to learn more >>**

## Test Your Language Proficiency

### Placement Test

New students are required to complete an [online language placement test](#) prior to [orientation week](#).

### Graduate Record Examination (GRE)

GRE scores are **not required**. However, applicants who have taken the GRE are encouraged to submit them because they may positively influence merit scholarship awards. Applicants with an undergraduate GPA below 3.0 are strongly encouraged to submit GRE scores for admission consideration. Please use our four-digit institution code **[4507]** to send us your scores.

### Accelerated & Advanced Entry

Applicants may qualify for advanced entry if they meet one or more of the following requirements: you have an advanced degree, significant coursework in environmental studies, and significant professional experience. We grant advanced entry students up to 24 academic credits based upon their qualifications.

Additionally, our students may qualify for accelerated entry if they have past graduate coursework in related fields. You may transfer up to 25% of total degree program credits from an accredited college or university and, therefore, complete your degree in three semesters.

### Joint MBA/MA in International Environmental Policy

Students can broaden their career options by earning both an MBA in International Management and an MA in International Environmental Policy in 5 semesters. Applicants may qualify for the joint degree program if they meet the requirements above (including language), as well as submit test score from the Graduate Management Admissions Test (GMAT) with all other application materials. GRE test scores may be received as a substitute for the GMAT, as our Admissions Team is able to convert the score.

### Degree Requirements

Click [here](#) for the core curriculum and degree requirements for the **IEP program**

## **International Trade and Economic Diplomacy Admissions Requirements**

The master's degree in International Trade & Economic Diplomacy develops highly skilled international trade and economic policy professionals fully prepared to work productively in the rapidly changing global marketplace. Our graduates work with businesses, government and NGOs on the world's most pressing international trade and diplomacy matters.

As a student in this program, you will gain a deep understanding of policy analysis and trade negotiations as well as the opportunity to focus on one of three tracks in the trade and economic diplomacy program: business, government, or civil society.

**The program takes 18 months to complete**, starting with intensive training in Monterey in the late summer, and continuing on with courses in the fall, winter, and spring. The final fall semester takes place in Washington, D.C., and prepares students to pursue careers in international trade and economic diplomacy.

### **The Monterey Experience**

As a student of trade and economic diplomacy, you will enter the program with a cohort in the fall, forming a team that will work together throughout your time in the master's program. You will start with an intensive 10-day "boot camp" focusing on communication, public speaking, teambuilding and leadership skills. This training will position you for success in the degree program and will prepare you to excel in any professional setting.

In the fall, winter term, and spring semester you will undertake an intensive program of academic coursework covering trade theory and practice, quantitative methods for trade policy, economic diplomacy, trade laws and institutions, as well as advanced foreign language and intercultural communication.

### **The Washington, D.C. Experience**

During your final fall semester, you will be in Washington, D.C., taking part in pragmatic courses and hands-on experiences that focus on the knowledge, skills and abilities needed for a career in international trade and economic diplomacy.

This is an experience at the center of the trade universe. You will attend congressional hearings, administrative and regulatory meetings, sessions at world-class think tanks, conferences, and MIIS-organized courses and workshops that will highlight premier scholars and practitioners that dominate Washington.

As a student in this program, you will have access to professionals and experts in U.S. trade policy. Equally valuable, you will be able to connect with high-level officials and trade practitioners from across major trading nations, as well as multilateral institutions such as the World Bank, the International Finance Corporation, the International Monetary Fund and the Inter-American Development Bank.

The Washington, D.C. Experience offers an extraordinary opportunity for practical training, networking and working on projects with professionals in your chosen field in D.C. This exposure will give you a critical platform from which to enter a career in international trade and economic diplomacy.

### **International Trade & Diplomacy Careers**

Graduates of the program are rigorously prepared for careers across a broad spectrum of international commerce and policy. They will be prepared for leadership within a variety of organizations, including government with agencies like the Department of Commerce, Department of Agriculture, the U.S. Trade Representative, and for the Foreign Service. Graduates also find opportunities in intergovernmental organizations such as the World Trade Organization, the OECD, the World Intellectual Property Organization, as well as Trade Ministries around the world.

Our graduates possess the knowledge, skills, and abilities that will make them exceptionally attractive to private businesses such as Apple, GE and Cisco, and NGOs such as the Chamber of Commerce, Oxfam, and the U.S.-China Business Council.

### **Admission Requirements**

Admission to the [International Trade & Economic Diplomacy](#) program is based on a candidate's prior academic record, professional experience and foreign language proficiency.

### **Language Proficiency**

You have the opportunity to develop and integrate [foreign language and intercultural communication](#) skills within your degree program for professional purposes.

### **Native English Speakers**

Your degree program will include **8 credits** of advanced language and **4 credits** of intercultural competency coursework. To ensure the greatest improvement in your second language ability, these 8 credits must be dedicated to a single language of study.

You are expected to be at the **200 level (equivalent to 2nd-year college level)** in your second language by the time you begin the degree program. *Please note* that it is not the number of years of language study you have completed that determines your eligibility to enter our language program, but your ability to read, write, speak and listen in your language of choice at the time of enrollment.

## **Nonproliferation and Terrorism Studies Admissions Requirements**

The world's first graduate degree combining the knowledge and skills needed to curtail the spread of weapons of mass destruction (WMD) and respond effectively to terrorism.

### **Admission Requirements**

Admission to the [Nonproliferation and Terrorism Studies](#) program is based on a candidate's prior academic record, professional experience and foreign language proficiency. Candidates may apply for fall or spring admission.

### **Language Proficiency**

You have the opportunity to develop and integrate [foreign language and intercultural communication](#) skills within your degree program for professional purposes.

### **Native English Speakers**

Your degree program will include **at least 12 credits of advanced language courses**. To ensure the greatest improvement in your second language ability, these 12 credits must be dedicated to a single language of study, unless you have 400-level or above proficiency.

You are expected to be at the 200 level (equivalent to 2nd-year college level) in your second language by the time you begin the degree program. *Please note* that it is not the number of years of language study you have completed that determines your eligibility to enter our language program, but your ability to read, write, speak and listen in your language of choice at the time of enrollment.

### **Non-Native English Speakers**

We recognize that many of our international students come to the Middlebury Institute with sophisticated language backgrounds. Terms like "native-speaker," "fluent," or "bilingual" often do not accurately reflect the rich backgrounds of our students. If you did not receive your high school and/or college education in English, your Language of Study will be English. You will be asked to demonstrate English proficiency as part of the admission process.

### **TOEFL or IELTS Scores**

You must provide evidence of English proficiency from either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examinations. *Scores are valid if you have taken the exam within the last two years.*

<b>Minimum TOEFL Scores</b>	<b>Minimum IELTS Scores</b>
<ul style="list-style-type: none"> <li>• Internet-based test: 80</li> <li>• Writing sub-score: 23</li> </ul> (No sub-scores below 19)	<ul style="list-style-type: none"> <li>• 6.5 Overall</li> </ul> (No Sub-score below 6.0)

### **Alumni of U.S. or U.K. Colleges and Universities**

If you have completed *your entire undergraduate program at a U.S. or U.K. college or English speaking university*, you will not be required to submit the TOEFL or IELTS scores. These scores may also be waived on a case-by-case basis, if you have completed extensive academic work in English. **Contact us to learn more >>**

### **Test Your Language Proficiency**

#### **Placement Test**

New students are required to complete an [online language placement test](#) prior to [orientation week](#).

#### **Standardized Test Scores**

Graduate Record Examination (GRE) scores are not required but are highly recommended. They may positively influence merit scholarship awards. Please use our four-digit institution code [4507] to send us your scores.

#### **Accelerated & Advanced Entry**

Applicants may qualify for advanced entry if they meet one or more of the following requirements: you have an advanced degree, significant coursework in nonproliferation and terrorism studies, and significant professional experience. We grant advanced entry students up to 24 academic credits based upon their qualifications.

Additionally, our students may qualify for accelerated entry if they have past graduate coursework in related fields. You may transfer up to 25% of total degree program credits from an accredited college or university and, therefore, complete your degree in three semesters.

### **Three Year BA/MA Admissions Requirements**

The joint BA/MA is designed for committed, independent students who want to combine top-tier international studies with practical hands-on experience. Our program focuses on immersive learning, collaboration across a diverse student body, and small classes to encourage faculty mentorship.

We offer three opportunities for students to earn a joint **Bachelor of Arts in International Policy (BA)** and **Master of Arts (MA)** degree in the following programs:

- [International Policy and Development \(IPD\)](#)
- [Master of Public Administration \(MPA\)](#)
- [Nonproliferation and Terrorism Studies \(NPTS\)](#)

Students must transfer in 60 credits with grades of B or above from an accredited college or university and complete a **90-credit six-semester program** at the Institute. Core graduate course work includes opportunities for specialization as well as content-based language and intercultural studies. In just three years, graduates are prepared to lead with confidence in today's exciting and evolving international fields.

The 60 credits transferred to the Institute must include the following requirements:

1. Composition (3 credits)
2. Math (3 credits)
3. Four courses from at least two of the following: (12 credits)
  - Physical and Biological Sciences
  - Social Science
  - Arts/Humanities
4. Language Semester 1 (at least 3 semester credits)
5. Language Semester 2 (at least 3 semester credits)
6. Electives (as needed to reach 60 semester credits total)

### **Graduate School Of Translation, Interpretation, and Language Education**

#### **Translation and Interpretation Degrees:**

- MA Translation
- MA Translation/Localization Management
- MA Translation and Interpretation
- MA Conference Interpretation

Admission to the [Conference Interpretation](#), [Translation](#), [Translation and Interpretation](#), or [Translation Localization Management](#) programs is based on a candidate's prior academic record, professional experience, and language proficiency.

### Professional Experience

We recommend that you have a minimum of six months of in-country experience using your second or third language. Most candidates come to the Middlebury Institute with at least two years of in-country experience.

### Language Proficiency

We recognize that all of our students have developed sophisticated language skills. Terms like "native-speaker," "fluent," or "bilingual" often do not accurately reflect their rich linguistic backgrounds.

Applicants to the translation and interpretation programs must have native or near-native proficiency in English and at least one of these languages: **Chinese, French, German, Japanese, Korean, Russian, and Spanish.**

All applicants must take the **Language and Skills Test (LST)**, which is currently a self-administered exam that consists of two translations, an abstract, two essays, and an oral assessment recorded in the applicant's language. To request a copy of the LST, please email [admit@miis.edu](mailto:admit@miis.edu) and specify the language.

### Non-Native English Speakers

Non-native English speakers must provide evidence of English proficiency from either the **Test of English as a Foreign Language (TOEFL)** or **International English Language Testing System (IELTS)** examinations. *Scores are valid if you have taken the exam within the last two years.*

Applicants who have completed all four years of high school and an undergraduate degree in the U.S. are eligible for a waiver of the TOEFL/IELTS exams. Applicants must provide transcripts from those institutions.

Minimum TOEFL Scores	Minimum IELTS Scores
Internet-Based Test: 100 Overall Recommended Sub-Scores: <ul style="list-style-type: none"><li>○ 25 Reading</li><li>○ 25 Listening</li><li>○ 23 Speaking</li><li>○ 27 Writing</li></ul>	7.5 Overall 7.5 Listening and Reading Recommended: No Sub-Score Below 7.5

### Language Categories

This program classifies languages according to the [International Association of Conference Interpreters](#) guidelines. Your first language [A language] and second language [B language] are active languages. Translators work into their A and B languages, and interpreters work into these languages in both simultaneous and consecutive modes of interpretation. **Our students must have English as an A or B language.**

You may also work with an optional third language [C language]. The C language is a passive language from which the translator or interpreter will work into the A language. Students may pursue A/B/C combinations for the MA in Translation and the MA in Conference Interpretation. Working with three languages for the MA in Translation and Interpretation will require more than two years of instruction.

### Standardized Test Scores

Graduate Record Examination scores are **not required**. However, applicants who have taken the GRE are encouraged to submit them because they may positively influence merit scholarship awards. Applicants with an undergraduate GPA below 3.0 are strongly encouraged to submit GRE scores for admission consideration. Please use our four-digit institution code [4507] to send us your scores.

### Advanced Entry

We offer **30-credit, nine-month** translation, interpretation and localization management programs to select students. *You may be eligible if:*

1. You meet our general admissions requirements **and**
2. You have a **master's degree** from a recognized translation and interpretation program **or** have **two to three years** or more of full-time professional experience in the field of translation and/or interpretation.

*To apply advanced entry, you must:*

- Fulfill the general admissions requirements for our programs, including excellent performance on the **Early Diagnostic Test**
- Provide your **transcripts** from your previous master's degree (*if applicable*)
- Submit your **professional portfolio**, including a complete list of employers and professional references (*if applicable*)
- Demonstrate preparedness by passing **second-year entrance exams** in your course of study.

### Transfer Credits

You may transfer up to **25% of total degree program credits** from an accredited college or university. Transfer credits will only be accepted for **comparable coursework** in translation, interpretation or localization management. The coursework must have been completed in the past five years with a grade of B or higher.

### Additional Preparation

Not all students accepted into this program have sufficient proficiency in their B or C languages. In such circumstances, we may suggest supplemental coursework prior to joining the Translation and Interpretation programs as a prerequisite to enrollment. In certain cases, students may also require a third year of instruction to pass our comprehensive professional examinations.

Read about the [ten ways you can prepare](#) for our Translation, Interpretation and Localization Management programs. If you still have questions about language requirements, don't hesitate to [contact us](#).

### Degree Requirements

Click [here](#) for the core curriculum and degree requirements for the **MA Translation, MA Translation/Localization Management, MA Translation & Interpretation and MA Conference Interpretation Programs**

### Language Teaching Degrees

MA Teaching English to Speakers of Other Languages  
MA Teaching a Foreign Language  
Peace Corps Master's International TESOL



### **Professional Experience**

We recommend that our applicants have language teaching experience, but we consider all materials in evaluating your application.

### **Language Proficiency**

There is no language requirement for applicants of the Teaching English to Students of Other Languages (TESOL) program.

Applicants of the Teaching a Foreign Language program must demonstrate high proficiency in their language of instruction. A 2-3 page writing sample and comprehensive telephone interview will help us assess your proficiency level.

Non-native English speakers must provide evidence of English proficiency from either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examinations. Please contact Admissions to waive this requirement.

Minimum TOEFL Scores:

Paper-based test: 600

Computer-based test: 260

Internet-based test: 100, Test of Written English: 23 (No sub-scores below 19)

Minimum IELTS Scores:

7.0 Overall

7.0 Listening and Reading

No Sub-score below 6.5

If you still have questions about language requirements, don't hesitate to contact Carol Johnson, Enrollment Manager.

### **Certificate Programs**

Language Program Administration

Computer-Assisted Language Learning

Teaching English to Speakers of Other Languages

Teaching a Foreign Language

Admission requirements for the certificate programs are the same as those for the MA programs. For additional information about the certificate programs email [gstile@miis.edu](mailto:gstile@miis.edu) or call 831-647-4174.

### **Non-degree Programs**

Students who do not plan to study for a degree must meet the same requirements as those studying for a degree. Some exceptions may be made on a case-by-case basis.

### **Advanced Entry**

#### **Transfer Credits**

Students from all programs in the Graduate School of International Policy and Management may transfer 25% of their total degree credits from past graduate level coursework. These transfers must be approved by the Dean or Program Chair. These credits must also not count toward earning any past degree. Students may transfer no more than four credits of advanced language courses (300 level or above) from an accredited college or university. However, no more than four advanced language credits may be transferred from Middlebury's Summer Language Schools or Middlebury Centers Abroad.

The Middlebury Institute Financial Aid Office monitors all transferred credits for VA students to evaluate previous education and training and will clearly mark if/when credit is granted and reports all such information directly to the VA.

### **Translation and Interpretation Degrees**

Applicants must meet these requirements for admission to nine-month translation and interpretation programs:

- Fulfill general admissions requirements, including excellent performance on the Early Diagnostic Test
- Demonstrate preparedness by passing second-year entrance exams in their course of study
- Hold a Master's degree from a recognized translation and interpretation program and/or have significant professional experience.

Please demonstrate your qualifications with a portfolio, including a complete list of employers and professional references. Once admitted, advanced-entry students must complete 30 semester credits at the Middlebury Institute.

### **International Policy Degrees**

Applicants may qualify for advanced entry if they meet one or more of the following requirements: they have an advanced degree, significant coursework in international policy, and significant professional experience. We grant advanced entry students up to 24 academic credits based upon their qualifications.

Additionally, our students may qualify for accelerated entry if they have past graduate coursework in related fields. You may transfer up to 12 credits from an accredited college or university and, therefore, complete the degree in three semesters. We also have accelerated entry agreements with several schools, such as the University of Pacific, Franklin College, and Lake Forest College.

## INTENSIVE AND CUSTOM LANGUAGE PROGRAMS – OVERVIEW

Language plays a very important role at the Middlebury Institute and, aside from language study in our graduate degree program. We also offer intensive summer and winter language programs as well as custom language training programs open to anyone interested in language study and development of cross-cultural understanding.

### **Summer Intensive Language Program (SILP)**

- 5 different language offerings
- Elementary, intermediate, some advanced levels
- 8 week intensive course offered in the summer
- 12 credits of academic credit

### **Customized Language Training (CLS)**

- Programs available in most languages for all levels of ability
- Can be arranged for any length of time (minimum 60 hours)
- Can start any time of year
- Academic credit may be arranged at elementary and intermediate levels
- Corporate, government, tourist clientele

### **Special Programs**

The Middlebury Institute has been designing, setting up, and running special intensive English language programs using the expertise provided through our Master's Degree in Teaching English and Foreign Language.

Over the years we have formed close ties with many universities as well as government institutions in Asia and are currently offering special English group programs to students and government officials from:

- Kanda Gaigo University (Japan)
- Kwansei Gakuin University (Japan)
- University of Shimane (Japan)
- Ministry of Foreign Affairs and Trade (Korea)

Each program has been specifically designed with the collaborating institution's objectives for advancing English language learning in mind. Thus each program has a different curriculum as well as additional program components that vary.

Although most of the programs designed thus far have primarily focused on English language study, we would be happy to set up intensive group programs in foreign languages as well.

## REGISTRATION

### **Admission to a Different Graduate Degree Program Following Enrollment as a Graduate Student (Change of Degree Program)**

Change of Degree Program within a Graduate School: A student who has been admitted to a graduate degree program and wishes to change to a different graduate degree program in the *same* graduate school may do so by filing a request to this effect in the Academic Records Office. The Academic Records Office will contact the appropriate Dean for a decision and inform the student of the decision.

Change of Degree Program Between Graduate Schools: A student who has been admitted to a graduate degree program and wishes to change to a different graduate degree program in a *different* Graduate School at the Middlebury Institute must apply for admission through the Admissions Office by completing a new application form, including a statement of purpose, pertaining to the new degree. No application fee is required. Admission to the new program is decided by the Dean of the Graduate School to which the student seeks entry. The Dean will in turn notify the Admissions Office of the decision, and the Admissions Office will notify the student. **Note:** some credits obtained in one graduate school may be applied toward a degree in a different graduate school. Please consult the Dean of the Graduate School to which entry is sought.

### **Admission to a Second Graduate Degree Program**

Students enrolled in a graduate program at the Middlebury Institute who wish to add a second degree must apply for the second degree through the Admissions Office. No application fee is required. A second degree requires a minimum of an additional thirty (30) credits in residence beyond the requirements for the first degree, as well as satisfaction of all of the requirements of the second degree.

### **Registration Process**

The Center for Advising and Career Services (CACS) offers academic and career advising to all Institute students through a combination of personalized advising and by making available resources that assist students in their academic pursuits and in developing their careers. The CACS is responsible for coordinating program degree maps with the two schools (GSIPM and GSTILE), and for helping students understand the courses they must take to fulfill their degree requirements. As an integral part of the above, among other services, CACS produces and manages a Translation, Interpretation, and Localization Management Career Fair, manages a wide variety of career-related programming, delivers a professional development course, maintains electronic advising records, surveys student satisfaction, and coordinates a range of activities with both the Office of Student Services and with the Records Office. For questions of academic policy or procedure not answered by this Manual, CACS should be your first stop. Advisors there will be able to help you find the answers to your questions, or direct you to those who can.

After consulting with an advisor, all eligible students register for many of their courses, by using the online process through BannerWeb.

New students arriving late must be in classes by the first day of their scheduled classes in the **second** week of the semester. Exceptions to this policy can only be made by the Dean of GSIPM or GSTILE.

Various steps in the registration and matriculation process require students to electronically acknowledge certain policies and in some cases, to provide an original signature. Electronic acknowledgments of various policies are clear and obvious, as they are placed at specific login steps such as in BannerWeb and in Zócalo (the online career services system). Original signatures are sometimes required during certain procedures or on forms such as requests for directed studies, waivers and occasionally language requirements.

## **Payment Terms**

Any outstanding tuition balance must be paid in full before a student is eligible to register. Tuition and cost of attendance changes each year and current information can be found here:

<https://www.middlebury.edu/institute/admissions/financial-aid>

Any credit card payment made to a student account in excess of the balance (less anticipated financial aid) will be refunded to the credit card utilized for payment.

All registrations for courses or programs at the Institute are subject to subsequent revocation by the Institute in its sole discretion, and at any time that the Institute determines that a student account has a negative balance. If the Institute thus revokes registration for a course or program, the student may not further attend those courses, nor may the student earn grades.

All students pay tuition and fees to the Business Office and finalize their registration for classes by 4 PM on the 20<sup>th</sup> business day of classes of the fall or spring semester or the 13<sup>th</sup> business day for summer term in order to avoid the late payment fee of \$250. Students who have not paid their tuition by the 20<sup>th</sup> business day of classes will not be permitted to continue until they have developed a payment plan acceptable to the Business Office. If the Business Office approves such a payment plan, the Institute nevertheless retains the discretion to revoke the registration at any subsequent time that the Institute determines that a student account has a negative balance, because payments have not been made in compliance with the payment plan. If the Institute thus revokes registration for a course or program, the student may not further attend those courses, nor may the student earn grades.

Students who are being sponsored by other organizations for full or partial tuition are responsible for the Institute receiving these payments by the 20<sup>th</sup> business day of classes. If such payments are not possible by 20<sup>th</sup> business day of classes, the student must provide the Business Office with written commitment from the sponsoring organization that full payment of tuition and fees will occur. Such written commitment must be on the letterhead of the sponsoring organization and must include the total amount the sponsoring organization will pay each semester, billing instructions, and the signature of the authorized representative of the sponsoring organization. If such written documentation is not provided by 4 PM on the 20<sup>th</sup> business day of the semester, the late registration fee of \$250 will be assessed. In this case it is the student's responsibility to make arrangements for payment of the late fee in addition to the tuition and fees. If the Business Office approves such an external written commitment, the Institute nevertheless retains the discretion for subsequent revocation of the registration at any time that the Institute determines that a student account has a negative balance because payments have not been made in compliance with the external written commitment. If the Institute thus revokes registration for a course or program, the student may not further attend those courses, nor may the student earn grades.

## **Enrollment Status**

### **Regular Academic Terms (Fall and Spring Semesters)**

During the fall and spring semesters, a student is considered full-time when enrolled for twelve or more credits, half time when enrolled for six to eleven (6-11) credits, and less than half time when enrolled for fewer than six (6) credits. A student who is half time or less than half time is considered part-time.

**International students** are required to enroll full-time for a minimum of 12 credits each semester. International students may carry fewer than 12 credits in their last semester ONLY if that is all they need to finish their degree. Otherwise they may not drop below 12 credits without authorization from the Student Services Office at the Middlebury Institute.

### Summer and Winter Sessions

During the regular summer session (excluding the Summer Intensive Language Programs), a full-time load is defined as six (6) credits. For the Summer Intensive Language Programs, different policies apply; please see the appropriate program brochures available from Program offices.

### 2019-2020 Tuition Rates and Total Costs by Program

Degree Program	Total Credits	Total Program Cost
MA International Policy and Development (IPD)	60	\$83,188.00
MA Intl Trade and Economic Diplomacy (ITED)	48	\$62,391.00
MA International Environmental Policy (IEP)	60	\$83,188.00
MA Nonproliferation and Terrorism Studies	60	\$83,188.00
MPA Master of Public Administration	60	\$83,188.00
Accelerated IEP, Accelerated MPA, Accelerated NPTS, Accelerated IPD	48	\$62,391.00
Advanced Entry IEP, Advanced Entry MPA, Advanced Entry NPTS, Advanced Entry IPS – (standard language level)	36	\$44,562.00
Advanced Entry IEP, Advanced Entry MPA, Advanced Entry NPTS, Advanced Entry IPS – (advanced language level)	32	\$41,594.00
MA International Education Management	43	\$62,391.00
MA IEM with Specialization (TESOL, TFL, LPA)	60	\$83,188.00
Joint Degree BA/MA (IPD/MPA/NPTS)	90	\$124,782.00
Joint Degree MPA/IEM	70	\$95,068.00
Joint Degree IPD/ITED	70	\$95,068.00
Joint Degree MPA/ITED	76	\$103,985.00
MA TESOL Teaching English to Speakers of Other Languages	40	\$57,434.00
MA TFL Teaching Foreign Language	42	\$61,394.00
MA Translation and Interpretation	60	\$83,188.00
MA Translation	60	\$83,188.00
MA Translation and Localization Management	60	\$83,188.00
MA Conference Interpretation	60	\$83,188.00
Advanced Entry Translation & Interpretation, Translation, Conference Interpretation or Translation & Localization Management	30	\$41,594.00
Advanced Entry TESOL	30	\$52,477.00
Advanced Entry TFL	30	\$51,494.00
MA TESOL with LPA Specialization	54	\$83,188.00
TFL Degree with LPA Specialization	54	\$83,188.00

MA TESOL degree with TFL Specialization	57	\$83,188.00
MA TESOL Degree with IEM Specialization	56	\$83,188.00
MA TESOL Degree with ICC Specialization	56	\$78,231.00
MA TFL degree with TESOL Specialization	56	\$82,191.00
MA TFL with LPA Specialization	58	\$82,191.00
MA TFL With IEM Specialization	58	\$82,191.00
MA TFL with ICC Specialization	58	\$82,191.00
(MIDD 4+1 MIIS) TFL and TESOL	30	\$41,594.00
MGIMO	60	\$41,594.00

### 2019-2020 Academic Year

The following final **cost of attendance** applies to students who are registered for **11-16 credits** in the fall 2019 or spring 2020 semester:

<b>Tuition &amp; Fees*</b>	<b>Per Year</b>	<b>Per Semester</b>
Tuition	\$41,594	\$20,797
Student Activity Fee	\$170	\$85
<b>Estimated Living Expenses</b>		
Books and Supplies	\$900	\$450
Housing and Food	\$15,930	\$7,965
Local Transportation	\$856	\$428
Personal Expenses	\$1,800	\$900
<b>Total Cost</b>	<b>\$61,250</b>	<b>\$30,625</b>

### 2019-2020 Academic Year: Advanced Entry Students

The following **cost of attendance** only applies to students enrolled for **two semesters or 36 credits total** in the following programs: *International Environmental Policy*, *Master of Public Administration (MPA)*, *International Policy and Development*, and *Nonproliferation and Terrorism Studies*.

<b>Tuition &amp; Fees*</b>	<b>Per Year</b>	<b>Per Semester</b>
Tuition	\$44,562	\$22,281
Student Activity Fee	\$170	\$85

### Estimated Living Expenses

Books and Supplies	\$900	\$450
Housing and Food	\$15,930	\$7,965
Local Transportation	\$856	\$428
Personal Expenses	\$1,800	\$900
<b>Total Cost</b>	<b>\$64,218</b>	<b>\$32,109</b>

### IEM and IEM/MPA

- IEM is a three-semester program during which students are actively engaged with faculty. Students pay the full-time tuition fee for all three semesters.
- IEM/MPA is a five-semester program. Students are enrolled full-time during the first four semesters and half-time during the final semester. Accordingly, students pay the full-time tuition fee for four semesters and pay for six credits at the per-credit rate in the final semester.

### Per-Credit Rate: \$1,980

\*Tuition rates are subject to change at the start of each academic year.

### Tuition Payment Policy

Tuition is due by 4 p.m. on the first day of classes each semester.

### Add/Drop Period

The Middlebury Institute provides an add/drop period during the first two weeks of the semester, which allows students to modify their enrollment by adding or dropping classes.

### Late Fees

Any student whose tuition and fees are not paid in full by the Monday following the second week of classes will be fined a \$250 late fee. A late fee will trigger a hold on the student's account, preventing registration for future credits until the tuition and fees are paid in full.

### Third Party Payment

Students who provide documentation to the [bursar](#) of a third party payment (such as an organization, government, or third party entity) will not be charged a late fee.



## **Administrative Withdrawal**

Students whose tuition and fees for each semester remain unpaid after the 20th day of classes will be contacted by their dean to provide details on a plan for payment. Students who cannot provide a satisfactory guarantee of payment will face administrative withdrawal. Students who are administratively withdrawn may not return to the Institute for future enrollment until their tuition balance has been paid in full and they are in good financial and academic standing.

## **Student's Right to Cancel**

Students have the right to cancel their enrollment without any penalty or obligations and receive a full refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 per cent or less of the scheduled days in the current payment period in your program through the last day of attendance.

## **Tuition Refunds**

If a student voluntarily withdraws from the Middlebury Institute at any time during the academic year after the academic term has begun, or officially drops below a full-time load, tuition (less deposit) shall be refunded as follows:

<b>Time of Withdrawal from the Middlebury Institute</b>	<b>Percent Tuition Refunded or Credited</b>
Before the 11 <sup>th</sup> day of the academic term	100%
11 <sup>th</sup> through 20 <sup>th</sup> day of the academic term	50%
21 <sup>st</sup> through 45 <sup>th</sup> day of the academic term	10%
After 45 <sup>th</sup> day	0%

Weekend workshops and other brief courses dropped by 4 p.m. on the last business day a week before they begin will receive a full refund. After that deadline, there is no refund.

If a student's enrollment status during the regular academic year voluntarily changes from full-time to part-time as a result of dropping a course that entitles them to a refund, the student will be refunded the difference between the paid full-time tuition and the per credit cost for the number of credits they are enrolled in (in accordance with the refund chart above). If the student has been billed full-time tuition, but has not paid his/her tuition in full, their account will be credited a percentage of the difference between the full-time tuition and the per credit cost (in accordance with the refund chart above).

A student who wishes to withdraw from the Middlebury Institute for academic or personal reasons may petition to do so at any time before the end of any semester. The petition may be obtained from the Records Office. Any refund of tuition will be based on the date of withdrawal. If you are using federal student financial aid funds to pay any portion of your tuition, you are only entitled to a refund of moneys not paid from federal student financial aid program funds. Cancellation shall occur when the student gives a dated, written notice of cancellation to MIIS. The written notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with postage prepaid, and does not require any particular form, so long as it is signed and dated. The student should keep proof of delivery from the post office until any tuition refund is received. If you are using federal student financial aid funds to pay any portion of your

tuition, you are only entitled to a refund of moneys not paid from federal student financial aid program funds.

**Note: Federal financial aid has different refund rules. Students receiving Federal financial aid should see the Office of Student Financial Services before withdrawing.**

### **Course Load and Overload**

Registering for more than 16 credits in any semester/term may put you in an overload status and additional tuition may be due and payable. Students who are in a two-year degree program should complete it over the course of four terms by taking up to 16 credits each term. They will be charged four comprehensive fees to cover the tuition for such a program. Students who wish to take more credits (defined as an overload) may either: (1) pay for the additional credits at the per-credit rate or (2) defer the overload credits to a subsequent semester in which they pay full-time tuition and take fewer than sixteen (16) credits. A student who has overload credits from previous terms may during another term (including the summer) combine these overload credits with other credits so that he/she can be charged a comprehensive fee rather than a per-credit fee, as long this term is one of his/her four terms and the total number of credits falls within 12 to 16 credits.

Students will be limited to having a maximum of six credits as either outstanding overloads or underloads at any time. If a student incurs more than six overload credits, they will be required to get their Academic Advisor's approval for such an overload and may be required to pay for any credits in excess of six overload credits at the time they are incurred. Students are advised not to underload more than four credits as this may impact their ability to graduate in a timely manner and may result in their paying additional tuition if they have to enroll for an additional term. Additionally, underloading or overloading may ultimately cost the student more than originally advised, as tuition tends to increase from year to year. Underloads can only be used to offset overloads and cannot be used as credits for tuition payment obligations.

Students who defer overload charges without an equivalent underload in a subsequent semester will be required to pay the current rate for the overload credits remaining when they register for their final semester. Students with overload credits who do not return as anticipated must pay for those credits at the current tuition rate. Since no financial aid will be available to students not attending the Institute, the Business Office and the Office of Student Financial Services should be notified before the end of the last semester attended at the Middlebury Institute. Also, overloads and underloads are completely independent and separate from scholarships. Students who carry overloads/underloads should not expect merit scholarships to be applied to either.

## **Special Admission and Registration Procedures for Non-Degree Students**

### **Credit Limit for Non-Degree Students**

A student who is not a degree student may register for up to eight (8) credits per semester in a degree program without formal application to that program. Students must have the approval of the relevant instructor(s) and the appropriate dean. International students may not drop below 12 credits without authorization from the international student advisor.

### **Enrollment of Non-Degree Students in More than Eight (8) Credits**

Non-degree students who wish to enroll in more than eight (8) credits in a specific degree program during the semester but do not wish to be admitted to a degree program at the Middlebury Institute must submit an application form to the Admissions Office. It should be

clearly marked “Non-degree student”. International students enrolled as non-degree students are required to enroll in a minimum of 12 credits each semester. Exceptions can only be authorized by the international student advisor.

### **Academic Credit for Non-Degree Students**

Credit earned while attending the Middlebury Institute as a non-degree student may be applied later to a degree or certificate program, but only upon petition and with the approval of the relevant dean. A petition for this purpose may be obtained by the student from the Records Office, along with a copy of the student’s Institute transcript. The student should take the transcript and petition to the dean of the graduate school in which the degree is offered, for discussion and signature by the dean.

### **Conversion of Non-Degree Students to Degree Status**

Non-degree students who wish to change to degree or certificate status must reapply through the Admissions Office at least one month in advance of the semester in which the change is to become effective. All requirements for admission to degree programs in effect at that time must be met. No application fee is required if the application fee was paid initially.

### **Admission Provisions for Non-Native Speakers of English**

Non-degree students who are non-native speakers of English must meet the same minimum English language requirement as degree applicants for the school in which they wish to take courses.

### **Adding Courses**

All additions to a student’s schedule must be made in BannerWeb before the published add deadline.

Courses may be added through the 10<sup>th</sup> business day of the academic term, or by the 10<sup>th</sup> day of half-semester courses. Workshops and other brief courses may be added until 4 p.m. on the last business day a week before they begin. Adding courses may result in additional tuition charges.

### **Dropping Courses**

A student who wishes to drop course must do so through BannerWeb before the published deadline. Note: Without an official drop, tuition charges for the course remain due and payable. International students may carry fewer than 12 credits in their last semester ONLY if that is all they need to finish their degree. Otherwise, they may not drop below 12 credits without authorization from the international student advisor at the Middlebury Institute.

If a student merely stops attending a class and does not officially drop it, s/he will remain on the class roll and the instructor will assign a grade.

No record is kept of a course(s) that is dropped by 4 p.m. on the 20<sup>th</sup> business day of the regular academic term. No course(s) may be dropped after the 20<sup>th</sup> business day of a regular term (10<sup>th</sup> day of half-semester courses and degree program courses in the summer session), except when illness or other emergency requires a leave of absence or withdrawal from the Institute. Weekend workshops and other brief courses may be dropped until 4 p.m. on the last business day a week before they begin, unless otherwise specified in the course schedule, and except when illness or other emergency occurs. Withdrawing from a course after the published deadline requires a petition for waiver of academic regulations. If granted, a “W” grade, that does not affect the GPA, will be recorded and tuition will remain due and payable.

### **Auditing Courses**

Requests to audit a course must be approved by the instructor of record and the student must register as an auditor. Full-time students, (registered for 12 credits or more), may audit up to four (4) credits per semester without charge. Full-time students who register to audit more than four (4) credits in any semester will be charged at one-half the regular per-credit rate for each credit over four (4) credits audited.

Part-time students who wish to audit courses may do so by registering in the Records Office and by paying one-half the regular credit rate for each credit audited. When a part-time (11 credits or less) student's per credit fees exceed the comprehensive fee that a full-time student would pay, then those students may also audit up to four credits per semester without charge.

The instructor of record establishes the student attendance requirements and required deliverables for auditing a course and has the right to refuse auditors. No credit is awarded for courses that are audited. The student's permanent record shows an AU for audit if the student has met the instructor's attendance requirements for awarding an AU. If the student fails to meet the instructor's attendance requirements, the instructor of record so informs the Records Office and no record of the course appears on the student's permanent transcript. Note: students in Translation and/or Interpretation may be required to audit only half of a four (4) credit course as part of their degree program, in which case the audit will be recorded as only two (2) credits.

### **Repeating Courses**

A student may repeat a course by registering for the course again and paying the appropriate fees. When a student repeats a course, the grade recorded the first time the course was completed remains permanently on the student's transcript. However, only the new grade will be considered in the calculation of the student's Grade Point Average.

## INSTRUCTION

### **Assessment and Grading**

Faculty are responsible for conducting assessment and grading of student performance in the courses that they teach. Faculty are therefore accorded wide latitude to set standards, establish expectations, evaluate performance, and assign grades. Faculty also have the right to expect a committed and appropriate level of effort and performance from their students. Conversely, students have the right to receive information as to what is expected of them in a course, including the general criteria for evaluation of their performance. Faculty shall provide their students with information as to the grade parameters, criteria, and requirements at the beginning of each course, normally doing so in the course syllabus.

### **Course Syllabus**

The course syllabus communicates the overall expectations that the faculty has for student work. It is issued by the instructor at the beginning of every course taught at the Middlebury Institute and is subject to change as determined by the instructor with advance notice and due respect to fairness to the students as a whole.

The course syllabus shall include: general course information, instructor information, a course description, course objective(s), instructional methodology, assessment of students, grading methodologies and criteria, a course reading list, a course outline, and a calendar.

### **Student Grading of Other Students' Work**

Graduate assistants or work-study students acting as teaching assistants shall not participate in the evaluation or grading of the work of other students. In exceptional cases, faculty such as those teaching a practicum or methods course in language teaching may have their students correct the written work of students taking a lower language course. Such faculty-supervised correction is appropriate so long as it does not entail a student giving another student an evaluation or grade. In such cases, the supervising faculty shall ensure the anonymity of the student whose work is being corrected.

### **External Study and Study Abroad**

Students enrolled at the Middlebury Institute may elect to apply to pursue studies external to the Middlebury Institute, including study abroad, for academic credit as part of a Middlebury Institute degree program. The typical period for external study or study abroad is one semester. Written approval must be obtained in advance from the relevant Graduate School dean using the Petition to Transfer Course Credits, which is available in the Records Office. Financial aid arrangements must be made in advance with the Office of Student Financial Services, and such arrangements shall apply only to approved programs. Please also see sections below on Transfer of Academic Credit from Other Academic Institutions.

### **Internships**

The Graduate Schools at the Middlebury Institute offer immersive learning experiences that are either credit or non-credit bearing.

Internships are a valuable and typical component of the MIIS educational experience. Internships generally do not carry academic credit, although academic credit can be arranged in exceptional cases by means of a Directed Study. In general, please consult with your academic and career advisor about internship opportunities. In addition:

- For **language internships**, please consult with the language studies advisor.
- MIIS has **translation and interpretation** internship programs with numerous companies, agencies, and institutions. Interested students should discuss internship possibilities with their

career and academic advisor and their T&I language coordinator.

- **In GSIPM**, as a rule, the School does not give academic credit for internships. However, students sometimes find it difficult to accept unpaid internships without financial aid, which is contingent upon being registered for academic credits. Thus, they request directed studies that dovetail with their internships. The School allows this only if in addition to the expected internship work, the student expands upon the experience in the internship and conducts a research project that has sufficient academic rigor for consideration as graduate credit coursework. A clear work plan and timeline should be included in the substantive proposal. A research report is a typical outcome for a Directed Study project related to an internship.

### **Community Hours**

No regular classes are scheduled on Tuesdays and Thursdays from noon to 2 p.m. so that “community hours” are available for special lectures, seminars, programs, group and club meetings, faculty meetings, committee meetings, meetings of graduate programs, faculty and staff assemblies, etc.

### **Language Specialization Certificate**

A language specialization certificate may be requested when a student has completed one of the following combinations of language coursework (all units must be in a single language):

- 16 units of Arabic, Chinese, Japanese, or Russian at the 400-level with all grades A- or above;  
OR
- 20 units of any language at the 400-level with all grades B or above; OR
- 20 units of any language at any level above 300 with all grades A- or above

## ACADEMIC STATUS AND STUDENT RECORDS

### Grades and Credits

A credit hour is an amount of work, represented in intended learning outcomes and verified by evidence of student achievement, that is an institutionally established equivalency reasonably approximating not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks in one semester, or the equivalent amount of work over a different period of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, and other academic work leading to the awarding of credit hours. We do not award credit hours solely for doing an internship. Internships for which credit is awarded must be an integral part of a more extended academic activity for which credit hours have been assigned based on the definition above.

The following system of grading is used at the Middlebury Institute:

A and A+	4.00 grade points per credit
A- (minus)	3.67
B+ (plus)	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F (Fail)	0.00
P (Pass)	Credit for course, no grade points
NP (No Pass)	No grade points or credit
I (Incomplete)	No grade points or credit
W (Withdrawal with permission)	No grade points or credit
AU (Audit)	No grade points or credit
IP (In Progress)	No grade points or credit

There is no other system of grading or grading category at the Middlebury Institute other than those listed above.

Except for grades of “I” and “IP,” all grades are considered final when reported by a faculty member at the end of a semester or marking period. A change of grade may be requested **only** when a calculation, clerical, administrative, or recording error is discovered in the original assignment of a course grade or when a decision is made by a faculty member to change the grade as a result of the disputed academic evaluation procedure. Grade changes necessitated by a calculation, clerical, administrative, or recording error must be reported within a period of six months from the time the grade is awarded. **No grade may be changed as the result of a re-evaluation of a student’s work or the submission of supplemental work** following the close of a semester or marking period. The Records Office shall only accept

permissible changes of grade upon written approval of the faculty member's dean, who shall first verify that the Change of Grade request satisfies legitimate criteria.

### **Disputed Academic Evaluation Procedures**

General: Institute policy regarding disputed academic evaluations entitles students to three levels of formal appeal following review by the instructor of record. Disputed academic evaluations must occur within six months, unless the dispute is reported during the summer months. When disputes are reported during the summer months, the six month timeframe begins at the beginning of the Fall semester.

Informal Review by Instructor: In the interest of preserving the crucial student-instructor relationship, the first procedure requires an informal mediation phase in which the student and faculty member attempt to resolve the grade dispute by direct communication.

Dean Level: If the disagreement is not resolved by this dialogue, the faculty member's dean shall be requested by either the instructor or student to mediate the dispute. The dean will obtain the relevant information and will communicate with both student and instructor to obtain their views. The Dean shall then report in writing to the student and the faculty member, his/her judgments as to the proper outcome of this mediation.

APSIC: If the dispute is not resolved at the level of the dean and the student wishes to pursue the appeal, he or she must submit a written request to the Academic Policies, Standards, and Instruction Committee (APSIC) chair. At this point, APSIC may request from the parties involved written documentation pertaining to the matter, including a concise report of the dean's mediation process, the student assignments in question, and all written evidence of the faculty member's marking procedures and evaluation criteria (e.g., the course syllabus, assignment requirements, assessment rubrics, benchmark student work, and so forth).

APSIC shall carefully review the documentation and solicit further information as needed (e.g., testimony from the student, the faculty member, and the dean) before issuing a decision in writing with a copy to all relevant stakeholders.

APSIC shall respect the faculty member's responsibility for the determination of his or her own evaluation criteria. APSIC's chief function, like that of the dean, is to resolve disputed academic evaluations by determining if there occurred a fundamental unfairness to the student.

In cases where the disputed academic evaluation is not finally resolved by APSIC, it should be referred to the Vice President for Academic Affairs for final resolution. The Vice President for Academic Affairs' determination of a dispute as to a grade or other academic evaluation is final and binding on all concerned.

Note: Students and faculty members are further reminded that a course grade reported to the Records Office may be changed **only** in accordance with the provisions outlined above.

### **Pass/No Pass (P/NP) Option**

In certain courses identified by each Graduate School, students receive a grade of P (Pass) or NP (No Pass). Grades of "Pass/No Pass" will be awarded only in those courses that are identified as such in the course schedule or syllabus, and there is no other grading system applied to such courses. All multiple sections of a given course must be treated equally in terms of grading. Criteria determining passing work under the P/NP option are at the discretion of the instructor of record. When a student receives a "Pass" in a "Pass/No Pass" course, credit is received, but those credits are not counted in calculating student's



Grade Point Average. When a student receives a “No Pass” in a “Pass/No Pass” course, no unit credits are obtained, and there is no impact on the student’s grade point average.

### **Pass/Fail (P/F) Option**

In certain courses identified by each Graduate School, students receive a grade of P (Pass) or F (Fail). Grades of “P/F” will be awarded only in those courses that are identified as such in the course schedule or syllabus, and there is no other grading system applied to such courses. All multiple sections of a given course must be treated equally in terms of grading. Criteria determining passing work under the P/F option are at the discretion of the instructor of record. When a student receives a “Pass” in a “Pass/Fail” course, credit is received, but those credits are not counted in calculating student’s Grade Point Average. When a student receives a “Fail” in a “Pass/Fail” course, the student does not earn any credits for the “F” grade but the credits are used in the GPA hours total used to calculate the GPA, thus negatively affecting the GPA. (Example: A student with an F in a one-credit workshop and 15 other credits will have 16 hours used to calculate the GPA. Assuming all the other courses received an A the student’s GPA would be 60 (quality points) divided by 16 credits, giving the student a GPA of 3.75.)

### **Incomplete Grades**

A grade of incomplete (I) may be assigned by the instructor when a student has done acceptable work in the majority of course requirements or assignments, but cannot complete all course work for reasons of illness, emergency, or legitimate extenuating circumstances. If a student has **not** done acceptable work in the majority of course requirements or assignments prior to the illness or emergency that prevented completion of the course, a letter grade shall be assigned. An “I” is not appropriate for cases in which the principal requirement for the course is unfinished by the end of an academic term, e.g., a capstone, thesis, business plan, or program portfolio (please see below, Assignment of “In Progress”).

Process for assigning and removing an Incomplete:

- The instructor submits a grade of Incomplete to the Records Office, accompanied by a written agreement with the student regarding the work to be completed and the deadline for completion. (This deadline should be as early as possible and may under no circumstances exceed one calendar year.)
- Once the student has completed the work, he or she may file a Petition to Change an Incomplete Grade. This form, obtainable from the Records Office and signed by the instructor of record, verifies that the pending work has been completed within the time frame agreed upon in the written agreement.
- The instructor evaluates the completed work as soon after its submission as possible. The instructor shall complete a Change of Grade form, submitting it first to his or her dean for approval. After verifying that the request satisfies legitimate criteria, the dean shall submit the Change of Grade to the Records Office to replace the “I” with the appropriate grade.
- An “I” that is not changed by this procedure becomes a permanent grade on the student’s transcript. In this case, the “I” is not used to calculate the Grade Point Average.
- If a grade of Incomplete in a course required for the student’s degree is not removed according to the above provisions, the student may be required to repeat the course (or an appropriate equivalent), paying additional tuition, if necessary, to satisfy the requirement of the degree.

**Note:** According to current federal law regarding International students with F-1 and J-1 visas, eligibility to remain in the country beyond the period of 30/60 days after the end of classes is not extended to allow for the completion of Incompletes.

### **Assignment of “In Progress”**

A grade of In Progress (IP) is assigned only in those courses for which the principal requirement of the course is unfinished by the end of an academic term, e.g., a capstone, thesis, business plan, or program

portfolio. In these cases, an “I” (Incomplete) is not appropriate. Those programs that utilize the IP grade option may have different requirements for the amount of time provided to complete the work and remove the IP. Please consult the dean of the appropriate Graduate School.

## **Academic Standing**

### **Required Grade Point Average**

A student’s academic standing is calculated at the end of each semester. All students (graduate and undergraduate) are required to maintain an overall 3.00 grade point average in all course work completed at the Middlebury Institute.

### **Satisfactory Academic Progress**

A student is making Satisfactory Academic Progress when the overall grade point average of 3.00 is maintained **and** the Institute determines that all of the following conditions are met:

- No grade of C or lower has been received in any course taken that semester;
- An overall Grade Point Average of not less than 3.00 (“B” average) has been earned for Institute courses taken that semester;
- No more than two Incomplete grades appear on the student’s record.

Students whom the Institute determines are not making satisfactory academic progress are required to restore this status by the end of the next semester in which the student is enrolled at the Middlebury Institute.

A student may repeat a course by registering for the course again and paying the appropriate fees. When a student repeats a course, the grade recorded the first time the course was completed remains permanently on the student’s transcript. However, only the new grade will be considered in the calculation of the student’s Grade Point Average.

## **Financial Aid Warning**

A student’s academic standing is reviewed at the end of each semester. A student who fails to maintain Good Academic Standing for any semester is given a written warning by the Financial Aid Office for one semester and will be expected to meet the criteria listed above by the end of the semester in which they received the written warning.

## **Financial Aid Probation**

A student who does not regain satisfactory academic standing by the end of the semester in which they received the written warning will ***not*** be eligible for financial aid or the merit scholarship unless they successfully appeal their situation and have been approved by the Financial Aid Director and their Dean. The Appeal must include the following:

- What the student intends to do to reestablish satisfactory academic progress.
- The circumstances surrounding why the student did not obtain satisfactory academic progress.
- What has changed in a student’s situation that will allow them to reach satisfactory academic progress by the end of the next evaluation period.

If they are successful in their appeal they will be given one semester on financial aid probation in order to regain Satisfactory Academic Standing. If their appeal is denied, they are ineligible for financial assistance until they are back in good standing. If the student does not regain Satisfactory Academic Standing at the end of their probationary semester, they become ineligible for financial assistance. In all cases, letters will be sent to students notifying them of their situation.

Students enrolled in the Bachelor of Arts in International Studies (BAIS) program must complete their degrees within three years (six semesters) from their initial enrollment at the Institute. Financial aid will **not** be available to BAIS students who exceed the six-semester enrollment limit.

Students enrolled in a graduate program must complete their degrees within three years (six semesters) from their initial enrollment at the Institute. Financial aid will **not** be available to graduate students who exceed the six-semester enrollment limit. (Students in advance entry programs have a maximum of five semesters).

A student may repeat a course by registering for the course again and paying the appropriate fees. When a student repeats a course, the grade recorded the first time the course was completed remains permanently on the student's transcript. However, only the new grade will be considered in the calculation of the student's Grade Point Average.

For students that change degrees, the coursework that will transfer into the new degree will be counted towards both the student's qualitative SAP calculation and the quantitative calculation. In other words, the pace by which a student is progressing in their degree will be calculated by determining the cumulative number of hours the student has successfully completed by the number of cumulative hours the student has attempted, regardless of the degree. In addition, any credits counting towards the new degree will also be subject to the cumulative GPA calculation. Credits accepted from other schools will be counted in the quantitative calculation as both attempted and completed credits.

Withdrawals do not count against a student's GPA. However, withdrawals will count against a student for quantitative purposes. In other words, it will be counted as attempted coursework with regards to the pace by which a student will be expected to complete their degrees.

For students that are not in good standing when they leave one degree to begin another, they will be placed on academic warning for the first semester of their new degree. If they fail to attain good standing after their first semester, they will be placed on financial aid probation.

### **Appeal Procedure**

Students wishing to appeal their financial aid ineligibility and request a semester on financial aid probation **or** who have exceeded the maximum timeframe for completing their degree must submit a letter to the Office of Student Financial Services (OSFS) explaining the circumstances involved in their lack of academic progress. The OSFP Appeals Committee will review the student's request and make a recommendation to the OSFP. Circumstances such as illness, death in the family, extreme financial hardship necessitating full-time employment or a change in educational objectives may be considered for extension of eligibility.

### **Academic Probation**

In the case of a student who fails to make satisfactory academic progress in any semester, the Institute shall transmit notice to the student in writing of placement on academic probation. To continue studies at the Middlebury Institute, a student on academic probation must achieve satisfactory academic progress status by the end of the following semester and must also satisfactorily complete other steps stated in the notice of academic probation.

### **Dismissal**

A student who fails to make satisfactory academic progress for two consecutive semesters or who otherwise fails to achieve relief from academic probation status by the end of the following semester is subject to immediate dismissal for academic reasons.

Following notice of such dismissal, an application for readmission will be considered only after one full calendar year has elapsed. Students may be granted or denied readmission only at the discretion of the Institute. Following readmission after academic dismissal, the student is on academic probation for the first subsequent semester.

For an international student, dismissal from the Institute has an immediate effect on the right of presence in the U.S. International students should consult with the international student advisor in Student Services about their options.

## **Leave of Absence**

### **Student Initiated**

A student may register for a leave of absence for up to two years if s/he has successfully completed at least one semester at the Middlebury Institute, is in good academic standing, and has met all financial obligations to the Institute. A leave of absence is approved for one year at a time, and the student must request an extension to continue the leave into a second year.

In order to register for a leave of absence, the student must file a petition for a Leave of Absence form in the Records Office and a non-refundable deposit of \$150 must be paid by 4 p.m. on the third day of the first term of absence (Fall or Spring; Summer term is excepted). The deposit is applicable toward the student's tuition upon returning to the Institute. Unless this procedure is followed, a returning student must apply for readmission through the Admissions Office and pay another application fee. Please obtain the petition for a Leave of Absence from the Records Office. **International students** may be required to leave the U.S. during a leave of absence if they have not officially transferred to another academic institution or applied for a change of status through the U.S. Citizenship and Immigration Services (USCIS).

**Students should be aware that since they are not enrolled during a leave of absence, this might cause student loan payments to fall due.** Students receiving any federal financial aid and/or a Middlebury Institute scholarship should obtain advice and instructions on leaves of absence from the Office of Student Financial Services and schedule an exit interview, which is required by federal regulations.

In the event that a student is going on a leave of absence in order to pursue a degree program-related internship, fellowship or Peace Corps service, the settlement of tuition overloads before departure may be waived by completing the required Leave of Absence Petition. However, if a student fails to return and re-enroll, he/she is liable for those charges at the prevailing rate. The petition is available from the Records Office. **Note:** Students going on a leave of absence for any other reason are required to pay their overload credits before leaving the Institute. Please see Course Load and Overload section, above.

Upon return from a leave of absence, the student must have no outstanding balance due and have a \$150 non-refundable deposit on account. The \$150 tuition deposit will be applied against billed tuition in the returning semester. The deposit is good for a maximum of two years, after which the student must re-apply for admission to the Institute. **Note:** No student will be allowed to register if there is a balance due on his or her tuition account.

### **Institute Initiated**

The Institute may place a student on leave of absence when, in its educational judgment, the Institute determines that the student exhibits signs of currently lacking the ability to engage

effectively with the Institute's services or that causes substantial concern for safety and health of other member(s) of the Institute community. Before placement on leave, the Institute will make efforts to notify the student of its judgment and the bases for its judgment and give the student an opportunity to provide information to the Institute. If the student is placed on leave, the Institute will consider appropriate credits to the student account for payment of educational services thereby withdrawn. The Institute may identify terms and conditions that should be satisfied in order for the student to apply to return from leave.

### **Time Limit for Completion of Degree Requirement (Currency Requirement)**

As measured from the last semester of active enrollment at the Middlebury Institute, students have five (5) years to complete their degree requirements. Any exception to this policy is solely at the discretion of the dean of the relevant Graduate School.

### **Petition to Waive a Regulation, Policy, or Academic Requirement**

Students who wish to be considered for a waiver of any academic policy or requirement for any degree program should obtain a Petition to Waive a Requirement from the Records Office.

The student should specify on the Petition which academic policy or requirement s/he wishes to waive, and why the waiver is necessary and justified.

Signatures of support must be obtained on the Petition from the relevant instructor, if applicable, the program chair, the dean of the corresponding Graduate School, and the vice president for academic affairs. The Records Office shall advise students as to which signatures are required.

A petition for waiver may be granted or denied at the sole discretion of the vice president for academic affairs. If granted, the waiver must be filed in the student's file in the Records Office before the waiver becomes official. Note: if a requirement is waived, the total number of credits required for graduation in each program is not affected by this waiver, i.e., credit is not given for courses that are waived.

### **Challenge Examinations**

Challenge examinations (credits by examination) are not accepted at the Middlebury Institute. Students may only receive academic credit for courses not taken at the Middlebury Institute by following the policies and procedures for Transfer of Academic Credit from Other Institutions, above. Mechanisms for taking account of previous course work include waivers of requirements, transfer of credits, and advanced entry, available in certain programs (please consult with the appropriate program chair and/or dean).

### **Graduation**

Each degree candidate must file a petition for graduation with the Records Office before, or at the time of, registering for his/her final semester at the Institute. **Note:** it is the responsibility of students to consult with the Center for Advising and Career Services regularly and well in advance of the intended date of graduation to ensure that their courses meet the requirements for their degrees.

Degree Audit: After a student has applied for graduation, his/her course record is evaluated by the Records Office to ensure that the courses required for the degree have been successfully completed and the overall GPA is 3.00 or better. If the student's course work does not meet the requirements of the degree, the Records Office will notify the student and a degree will not be conferred until all requirements are completed satisfactorily.

Some degree programs at the Middlebury Institute may have additional exit requirements. Please consult the Center for Advising and Career Services.

## **Graduation with High Academic Achievement**

**Undergraduate students receiving a BAIS** who have a record of high academic achievement are honored according to the following categories.

- *Graduation Cum Laude*: Grade Point Average of 3.5 - 3.74 at the time of graduation.
- *Graduation Magna Cum Laude*: Grade Point Average of 3.75 - 3.89 at the time of graduation.
- *Graduation Summa Cum Laude*: Grade Point Average of 3.9 - 4.00 at the time of graduation.

**Graduate students** graduate “with Distinction” if they have an overall Grade Point Average of 4.00 for all courses taken at the Institute.

## **Withdrawal from the Middlebury Institute**

A student who wishes to withdraw from the Middlebury Institute for academic or personal reasons may petition to do so at any time before the end of any semester. The petition may be obtained from the Records Office. Any refund of tuition will be based on the date of withdrawal (please see above, Payment of Fees and Refund Schedule). Students who plan to return to the Middlebury Institute to complete their degree program should consult the regulations on Leave of Absence and Readmission to the Middlebury Institute, before completing the withdrawal petition.

## **Readmission to the Middlebury Institute**

A student who has withdrawn from the Middlebury Institute must apply to the Admissions Office for readmission if s/he wishes to return to the Institute after officially withdrawing, or if the student has been absent from the Institute for a fall or spring semester without registering for a leave of absence. Readmitted students shall be bound by the degree requirements in effect at the time of readmission and the application fee currently in effect will be charged. **International students** who remain in the U. S. during their absence from the Middlebury Institute must provide proof with their readmission that they have maintained their immigration status.

## **Student Records and Confidentiality (FERPA)**

The federal Family Educational Rights and Privacy Act (FERPA) establishes policies of the law under which a student may have access to educational records on that student that are maintained by the Middlebury Institute, and under which those records may be disclosed by the Institute to others.

### **Definitions**

#### **"Students"**

"Students" are defined as those individuals who have applied for admission to the Middlebury Institute, were admitted, and are or have been enrolled in classes for credit at the Institute. FERPA does not apply to records of applicants for admission to the Institute who are denied acceptance or, if accepted, do not enroll in classes for credit, whether or not previously or currently enrolled in a different entity within Middlebury College

#### **"Education Records"**

"Education records" are those records that are directly related to and identify the student, and that are maintained by the Middlebury Institute for the purpose of providing educational services to the student.

The Institute does not maintain audio, video, and digitized records for this purpose. For example, if an email contains information that is part of a student's educational record, the contents of that email will be recorded other than on the Institute's email system.

"Education records" also do not include:

- Records made by or stored by instructional, supervisory, administrative, and educational personnel that are in the sole possession or access of, or within the privacy expectations of the maker, e.g., a faculty member's grade book, or a dean's advising notes.
- Records relating to individuals who are employed by the Middlebury Institute that are made and maintained in the normal course of business and relate exclusively to individuals in their capacity as employees.
- Records relating to a student that are (1) created or maintained by a physician, psychiatrist, psychologist, or other recognized professional acting in his or her professional capacity or assisting in a paraprofessional capacity; (2) used solely in connection with the provision of treatment to the student; and (3) not disclosed to anyone other than individuals providing such treatment (or to a physician or other appropriate professional of the student's choice).
- Records that contain information relating to a person after that person is no longer a student at the Institute (e.g., information gathered on the accomplishments of alumni).
- Records created and maintained by the Middlebury Institute in connection with its Campus Security Department for law enforcement purposes.
- Records created for purposes of legal compliance or to secure or act upon the advice of attorneys for the Institute.
- Any other records that fall outside the definition of Education Records under FERPA.

### **"Directory Information"**

The Middlebury Institute determines the following to be student "directory information" which may be available to the public if the student has not restricted its release:

- Name
- Home address (while enrolled at the Middlebury Institute)
- College address
- Campus telephone number
- E-mail address
- Dates of attendance and graduation
- Class standing, e.g., first-year student, second-year student
- Major field(s) of study
- Degrees received
- Honors and awards received

"Directory information" for purposes of FERPA is **not** the same as the information that is available in the on-line Institute directory, where students may choose their own options for how others may access their data both on campus and off campus, when searching the online directory.

### **General Principles**

#### **Confidentiality**

The Institute without the student's written consent will not disclose education records unless disclosure is permitted by certain exceptions under FERPA, which exceptions are summarized in this policy below.

### **Student's Written Consent**

The student's written, signed consent must:

- Specify the records to be released;
- Identify the party or class of parties to whom the records should be released;
- Indicate the reason for the release.

### **Student Access to Educational Record**

FERPA provides that students are permitted to inspect their own education records. A student has the right to:

- Inspect and review his or her education records;
- Request an amendment to an education record if the student believes there is an inaccuracy;
- Restrict the release of his or her "Directory Information" from public access;
- File a complaint with the U.S. Department of Education if he or she feels the Institute has failed to follow FERPA guidelines.

### **Administering Office**

The Records Office is responsible for the administration of this FERPA policy at the Middlebury Institute. Students and others who have questions regarding the treatment of specific information in a specific circumstance should contact a staff member in the Records Office.

### **Confidentiality**

Without the student's written, signed consent, FERPA generally prohibits the release of information in a student's education record.

Other than for "directory information" (the release of which the student has agreed to) it may be expected by the student that personally identifiable student data will be held confidential. Examples of confidential information include, but are not limited to, social security number, date of birth, ethnicity, country of citizenship, class schedules (including meeting times and locations), grades, grade point averages, and parents' or guardians' names and addresses.

Students **cannot** expect that the following information will be held confidential:

### **Directory Information**

Directory information, as defined above, may be made available to the public if the student has not restricted its release. The Institute will honor requests to restrict release of directory information but cannot assume responsibility for contacting students to later request their permission to release this directory information.

Students should consider very carefully the consequences of any decision to restrict release of directory information. When a student instructs the College to not release directory information, any future requests for such information from persons or organizations outside the Middlebury Institute will be refused, unless a legal exception applies, or unless the student subsequently files a written request that the information be released.



Requests to restrict release of directory information must be submitted in writing to the Records Office. Forms for making such requests may be obtained from the Records Office.

### **Disclosure For Legitimate Educational Interest**

Education record information may be disclosed for a legitimate educational interest, without the student's written consent, if disclosure is to a person at the Institute or agent of the Institute, such as a person employed by the Institute in an administrative, supervisory, academic, research, or support staff position (including campus security staff); a person or company with whom the Institute has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another Institute official in performing his or her tasks. A legitimate educational interest means that the information in the education record is for the person to perform a function in relation to the Institute.

### **Other Exceptions**

Education record information may be disclosed without the student's written consent in the following instances:

- To the student.
- If it is "Directory Information" and the student has not restricted its release.
- If properly subpoenaed pursuant to a judicial, legislative, or administrative proceeding, in which case the Middlebury Institute will make a reasonable attempt to notify the student of the subpoena, in cases where FERPA applies, prior to the release of the information, unless the subpoena specifically directs that the student is not to be notified.
- In connection with the student's application or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms or conditions of the aid.
- In connection with audits or evaluation of federal or state supported educational programs requiring disclosure of information.
- To effect collection of past due financial obligations to the Institute.
- To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the Department of Education, the U.S. Citizenship and Immigration Services bureau of the Department of Homeland Security (with respect to international students), or state or local educational authorities.
- To the Veterans Administration to determine compliance with educational assistance.
- In connection with a health or safety emergency as determined by the Institute.
- To parents of financially dependent students.

### **Access**

A student has the right to inspect and review his or her education record within 45 days of submitting a request to the Institute for such access. Students wishing to review their educational record should submit to the Records Office a written notice to that effect. The Records Office will notify the student of a convenient time for the review.

FERPA does not provide the student with the right to access records that are not within the educational record, such as:

- Records made by or stored by instructional, supervisory, administrative, and educational personnel that are in the sole possession, access of, or within the privacy expectations of, the maker, e.g., a faculty member's grade book, or a dean's advising notes.
- Parents' financial records used for financial aid purposes.

- Confidential letters and statements of recommendation placed in the student's education record prior to January 1, 1975, or confidential recommendations to which the student has given prior written waiver of access and which are used for job placement, admission, or award purposes.
- Admissions-supporting documentation such as letters of recommendation, readers' notes, and interview reports.
- Records related to student employees of the Middlebury Institute in their capacity as employees.

### **Amendment of Records**

A student may request amendment of the student's education records that the student believes are inaccurate, misleading, or in violation of the student's privacy rights.

The student should submit a request for amendment of a student's education record in writing. The request should state what record the student believes is inaccurate or identify the part of a record the student wants changed, and should state why the student believes the record is inaccurate, misleading, or in violation of the student's privacy rights. If the Institute decides not to amend a record as requested, the Institute will notify the student of its decision and advise the student of his or her right to a hearing regarding the issue. Additional information regarding a hearing procedure will be provided to the student when notified of such decisions.

FERPA was not intended to provide a process to be used by students to question substantive judgments that are accurately recorded. The FERPA rights of challenge are not intended to allow a student to contest, for example, a grade in a course because he or she felt a higher grade should have been assigned. FERPA is intended to ensure the accurate nature of the information in the student's education records and the student's right to verify that information.

If the Middlebury Institute decides, as a result of a hearing, not to amend the education record in accordance with the student's request, the student may place a written statement in the record commenting upon the information therein, and/or setting forth any reason for disagreement with the institutional decision not to amend the record. Such a statement will become part of the student's education record and will be disclosed with it.

### **Retention of Records**

Student transcripts and degree or certificate documentation are maintained indefinitely by the Institute. All other records are maintained for 5 years.

### **Complaints**

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institute to comply with requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

### **Grade Reports**

Grade reports are made available online through BannerWeb approximately three to four weeks after the end of the semester.

Institute policy prohibits the posting of grades with student names. If a student needs to know a grade before grade reports are completed, s/he should make arrangements with the professor.

## **Transcripts**

Official transcripts of work done at the Middlebury Institute will be sent by the Records Office upon receipt of a written request by the student and payment in advance. Only requests from students will be honored. Transcripts may be ordered in person at the Records Office counter, or by faxing or mailing a request to the Middlebury Institute Records Office. A Transcript Request Form is available from the Institute's web site. Faxed requests must include a credit card number and expiration date; Visa, MasterCard, and American Express are accepted. Official transcripts cannot be ordered by telephone, as the student's signature is required in order to release the document.

The first official transcript ever requested by the student is free. Subsequent official transcripts are \$5 each.

Transcripts are not released if the student, or former student, has outstanding debts to the Institute. Such debts include student accounts, library fines and charges, or any charges assessed by any other department. The Middlebury Institute also withholds transcripts if a student has not completed required exit procedures for a Perkins Loan, or with the Office of Student Financial Services, or if loan payments are delinquent on loans owed and payable to the Middlebury Institute of International Studies.

The Institute prepares only transcripts of academic work completed at the Middlebury Institute. Records of work completed at other institutions, including records of work completed under official exchange programs between the Middlebury Institute and other academic institutions, must be requested from those institutions.

## **Transfer of Academic Credit from Other Institutions**

After being admitted to the Middlebury Institute, a student may petition the dean of the appropriate Graduate School to consider courses taken elsewhere at accredited institutions for satisfaction of specific Institute degree requirements.

A minimum residency requirement of 30 credits is required for all Middlebury Institute degrees. For students enrolled in the BAIS program prior to Fall 2016, transfer credit is limited to 25 percent of graduate degree requirements and 50 percent of upper division undergraduate requirements.

Courses counted towards a previous Bachelor's or Master's degree cannot be transferred to the Middlebury Institute for credit.

Students studying at the 300-400 level at Institute-approved language study centers abroad are eligible to transfer four credits of language. An official transcript demonstrating hours completed and course level must be presented to complete the transfer. Transfer of up to four credits from other accredited (non-Institute-approved) study abroad institutions *may* be possible, but the student should consult the dean of GSTILE in advance, with information about the program, to determine whether the program meets Institute requirements for transfer. Language courses taken prior to enrollment at the Middlebury Institute cannot be used to satisfy the language requirement at the Middlebury Institute, unless they were taken through a Middlebury or vice president for academic affairs program in the summer immediately prior to the student's matriculation at the Institute.

Proposed transfer graduate courses must meet the Institute's degree requirements, and the student must have earned a grade of B or better. Proposed upper division undergraduate courses must meet the Institute's degree requirements, and the student must have earned a grade of B or better.

Grades assigned by other institutions for courses that are transferred to the Middlebury Institute are not calculated in the Institute grade point average.

The Middlebury Institute maintains exchange programs with other academic institutions whereby students at either institution may register for courses taught at the other. Please consult the Center for Advising and Career Services for further information. The Institute confers credit for the course taken upon receipt of a sealed transcript from the exchange institution by the Institute Records Office. **Note: International students** should ensure that they meet all visa requirements prior to participating in an exchange program.

**Notice Concerning Transferability of Credits and Credentials Earned at our Institution**

The transferability of credits you earn at the Middlebury Institute of International Studies at Monterey is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Middlebury Institute of International Studies at Monterey to determine if your credits will transfer.

## STUDENT RIGHTS AND OBLIGATIONS

### Student Responsibility

Students must assume full responsibility for knowledge of Middlebury Institute policies and Graduate School requirements concerning their individual degree programs. Policies listed in this catalog apply to the regular academic term (fall and spring semesters as well as the J-term), and also to courses offered as part of regular degree programs during the Summer Session. The Registrar or Director of the Summer Intensive Language Program should be consulted regarding special policies that may be in effect for these Intensive Language Programs.

### Student Code of Conduct

All members of the Middlebury Institute student community shall adhere to and help maintain a high level of personal and professional behavior that is respectful of the dignity of all persons, respectful of the rights and property of others, and treats equally the ideas and opinions of all students who work and study at the Institute. These responsibilities include concern for the feelings of others and their right to live and study in conditions that support their work and development. Allegiance to these ideals requires each Institute student to refrain from and discourage behaviors that threaten the freedom and respect every individual deserves.

The Student Code of Conduct promotes a campus environment that supports the overall educational mission of the Middlebury Institute and is intended to help protect the Institute community from disruption and harm, to encourage appropriate standards of individual and group behavior, and to foster ethical standards and civic virtues. A due process is also set forth as an integral part of the code and to be used in those cases when the conduct of a member of the student community has been brought to the attention of the student conduct administrator.

### Please refer to the Academic Policies and Standards Manual (PSM) for the complete Student Code of Conduct

### Student Grievance Procedures

Any student may file a grievance through internal Middlebury Institute processes. While submitting a grievance through internal processes is encouraged, it is not required and students may contact the Bureau for Private Postsecondary Education by calling 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web Site at [www.bppe.ca.gov](http://www.bppe.ca.gov).

### Non-Discrimination and Anti-Harassment Policies:

The Middlebury Institute falls under the jurisdiction of Middlebury College policy with regard to compliance with any and all federal and state laws that prohibit discrimination. Please see the Middlebury Nondiscrimination Statement (<http://www.middlebury.edu/about/handbook/general/nondiscrimination>) and the Middlebury Anti-Harassment/Discrimination Policy (<http://www.middlebury.edu/about/handbook/misc/antiharassment>) for further details.

### Health Insurance Requirement

Due to the experiential nature of our academic programs and for your personal health and wellbeing, we require all students enrolled in **6 or more credit hours during the fall/spring terms** or **4 or more credit hours during the summer term** to have health insurance. To meet the MIIS health insurance requirement, you must either:

- **Enroll** in the MIIS Student Health Insurance Plan offered through JCB Insurance Solutions(see below for more information)

- Waive of the Student Health Insurance Plan by providing proof of existing health insurance. In the case of international students, government or socialized healthcare provided by your home countries is acceptable, provided that it includes coverage in the United States.

This step is **required** each semester unless selecting the *annual* option when enrolling; the waiver is annual. The health insurance requirement should be satisfied by **4:00 p.m.** on the first day of classes.

### **Current Health Insurance Plan**

Information about the Institute's current health insurance plan can be obtained online at: [go.miis.edu/insurance](http://go.miis.edu/insurance) or from the Office of Student Services.

## FINANCING YOUR EDUCATION AT THE MIDDLEBURY INSTITUTE

### Eligibility For Financial Aid At The Middlebury Institute

To receive financial assistance under Title IV Federal funding programs while attending the Middlebury Institute of International Studies, you must meet ALL of the following requirements:

- Be a citizen, permanent resident or eligible non-citizen (those covered by political asylum, and some pacific islanders, etc.)
- Not be in default on a previous student loan or been overpaid federal grants (in some instances, eligibility may be reinstated once overpayment issues have been resolved)
- Be admitted to a degree-seeking program at the Middlebury Institute.
- Be enrolled at least half-time as defined by your program of study.
- Have a valid Social Security Number.
- Register with the U.S. Selective Service, if required to do so.
- Maintain satisfactory academic progress.

### How To Apply For Financial Aid At The Middlebury Institute

#### U.S. Citizens and Permanent Residents

##### Complete the Free Application for Federal Student Aid (FAFSA)

The Middlebury Institute participates in both federal and state financial aid programs. The basic application used to apply for financial aid at any school in the nation is called the Free Application for Federal Student Aid, (FAFSA). This application is used to apply for federal, state, and institutional sources of financial aid. You can complete the FAFSA by going to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Be sure to include the Middlebury Institute of International Studies' Title IV School Code on section 6 of the FAFSA, which is 001241.

Review your Student Aid Report (SAR) and make any necessary corrections.

Approximately two to three weeks after you file your FAFSA, the U.S. Department of Education will send you a Student Aid Report (SAR), summarizing the information reported on your application. Be sure to review your SAR and make any appropriate changes. If you need assistance with this you can call 1-800-4-FED-AID (1-800-433-3243).

##### Complete the Middlebury Institute Financial Aid Application

The Middlebury Institute Financial Aid Application will be emailed to you after we receive your FAFSA data from the federal processors. Anyone seeking financial assistance is required to complete this application in addition to the FAFSA.

##### Provide any Further Documentation Requested

You may be asked to submit additional documents such as a signed copy of your taxes or verification of citizenship status etc. This verification information is required by the federal government before we can issue an award letter to you. If any of these documents are required of you, you will receive an email from the Office of Student Financial Services requesting such documentation, so be sure to check the email address that you reported on your FAFSA form regularly. This will be our main form of communication with you as we complete your financial aid file.

##### Reviewing and accepting your award

Within 2-3 weeks of completing your financial aid file, if you have been admitted to the Middlebury Institute, we will email an award letter to the address you provided on your FAFSA. Review your award carefully. This offer will outline the aid for which you are eligible. Follow the instructions accompanying your award letter to determine the next step in processing your aid.

### **Complete a Master Promissory Note (MPN)**

The Direct Loan MPN can be completed online by going to [www.studentloans.gov](http://www.studentloans.gov)

### **Entrance Counseling**

If you will be borrowing federal loans, you are required to complete an entrance interview before any funds can be disbursed on your behalf. This entrance interview will familiarize you with the loan and repayment process. Please go to [www.studentloans.gov](http://www.studentloans.gov) to complete the entrance interview and quiz. Your federal loan will not be disbursed until you have completed this interview.

### **Funds Arrive**

If you have completed all of these steps by their respective deadlines, and you have registered for the number of credits you have been packaged for, your financial aid will be released to the Middlebury Institute on your behalf. Upon receipt of the loan funds, we will credit your Middlebury Institute student account.

The earlier you complete the steps outlined above, the earlier your funds will be available to you. However, please note that no funds can be disbursed to you prior to the first official day of classes. If the amount of financial aid you have been awarded exceeds your student charges, **a refund check will be issued to you sometime in the first two weeks of classes for your living expenses.** Disbursements are made within the first two weeks after the first day of the Fall and Spring semester. If the total aid you are receiving does not cover your tuition and fees, you will need to make arrangements to pay the balance due at the Cashier's Office. Payment of tuition and fees is required by 4:00 p.m. on the first day of each semester.

## **International Students**

International students do not qualify for Federal Financial Aid. However, international students are eligible to receive Middlebury Institute Scholarships, Institute Work Study, and, in some cases, Private Alternative Student Loans. We also highly encourage international students to seek outside sources of funding. For information about other possible sources of support, go to the nearest educational advising center in your home country. For more information about financial aid available from your own government, contact the cultural section of your embassy or your ministry of education.

### **Scholarships**

All international students that are admitted to the Middlebury Institute are automatically considered for merit based scholarships. All merit based scholarships are awarded by the Admissions Office, and you do not need a separate application to apply. Merit scholarships range from \$4,000 to \$16,000. However, funds do run out, so you are encouraged to apply early for optimal scholarship consideration. As such, please ensure that your complete application, support documentation and U.S. \$50 application fee are submitted to the Admissions Office by the following dates:



### **Outside Sources of Funding**

We also highly encourage all students to apply for outside scholarships - there are numerous websites, organizations, and companies that offer scholarships to international students.

### **Institute Work Study**

As an international student, you may also be eligible to work on campus if you have either an F-1 or a J-1 Visa. If you are a new student, you cannot begin working on campus until after the first day of classes. Students are allowed to hold more than one position, but are limited to 20 hours per week.

### **Private Loans**

International students do not qualify for Federal financial aid; however, they may be eligible to borrow a private loan.

International students may apply with an eligible U.S. citizen or permanent resident co-signer that has resided in the United States for the previous two years, has a satisfactory credit and employment history of at least two years, and sufficient current income to meet the lender's criteria. For more information on this loan, you can visit our website:

<https://www.middlebury.edu/institute/admissions/financial-aid>

### **Non-Degree Students**

In order to be considered eligible for federal financial aid or Middlebury Institute scholarships, you need to be enrolled at least half time in a degree-seeking program.

If you will not be pursuing a degree program through the Middlebury Institute, (i.e. certificate only or custom language course) you do not qualify for Middlebury Institute grants or scholarships, or for Federal financial aid. However, you may be eligible to borrow a private educational loan.

In order to apply for a private loan for a certificate only program, you do not need to fill out the FAFSA; however, there is an internal financial aid application that we require in order to determine your eligibility for private loan funds. Please contact the Office of Student Financial Services to receive this application.

Private loans are credit-based loans, so while you may be eligible to apply, it does not guarantee that you will receive those funds. A lender may choose to decline your loan because of unsatisfactory credit.

### **How We Determine Financial Aid Eligibility**

The Middlebury Institute uses the Federal Needs Analysis Formula to determine your financial aid eligibility. If you will be a graduate student, you are considered to be an independent student, meaning that your parent's income will not be considered in determining your financial need.

This formula uses the Federally Assigned Expected Family Contribution (EFC), and subtracts it from the total cost of attendance (which includes tuition and a standard budget of living expenses), to determine your need for federal and institutional financial aid. However, even if you have Zero Need as defined by the Federal Government, you may still be eligible for merit based scholarships, and certain student loans, so we encourage all students to apply for financial aid.

### **Expected Family Contribution (EFC)**

The Federal Government determines your EFC and it is based on the financial information you provide on your FAFSA. The government takes into consideration your income (and your spouse's income if you are married) from the previous year, any assets or investments you own, the size of your household, and the amount of taxes you paid in the previous year.

### **Cost of Attendance**

The Middlebury Institute's Cost of Attendance (COA) consists of tuition plus a standard budget created by the Office of Student Financial Services. You should prepare your own estimated budget for the period of time for which financial aid is requested. Expenses will vary with the circumstances surrounding your individual needs. The student budget is our estimate of what is needed for a single student to live modestly, but adequately, for one academic year. Our budget does not take into consideration all of the situations in which you might find yourself, and it cannot include prior consumer debt that you may have (i.e. credit card debt and/or car payments), or the living expenses for a spouse and/or dependents. Our budget presumes mature consumer choices on your part. Sharing an apartment with other students or walking or biking to school are ways to cut expenses and therefore reduce your overall debt. The budget is reviewed annually to reflect changes in education-related costs in this area.

### **Types Of Aid Awarded By The Office Of Student Financial Services**

[VETERAN'S BENEFITS](#)

[FEDERAL WORK STUDY](#)

[INSTITUTE WORK STUDY](#)

[FEDERAL PELL GRANT](#)

[FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT \(FSEOG\)CAL GRANT](#)

[MIDDLEBURY INSTITUTE GRANT](#)

[FEDERAL PERKINS LOAN](#)

[FEDERAL SUBSIDIZED STAFFORD LOAN](#)

[FEDERAL UNSUBSIDIZED STAFFORD LOAN](#)

[GRADUATE PLUS LOANS](#)

[PRIVATE ALTERNATIVE LOANS](#)

[OUTSIDE SCHOLARSHIPS](#)

### **Veteran's Benefits**

Students who are veterans of military services may be eligible for Veterans' Benefits. Application for benefits should be made at least 30 days in advance of the start of the academic term. Other educational benefits are extended to orphans of veterans and for the vocational rehabilitation of veterans. Once enrolled, recipients must request that the Office of Financial Aid verify their enrollment with the Department of Veterans Affairs before benefits will begin.

Prior Credit: This institution will evaluate previous education and training, grant credit where appropriate, reduce the length of the program proportionately, and notify the student appropriately.

The VA requires that benefits received for courses in which W grades were received must be returned to the VA. Courses in which a veteran earns grades of A, B, or C will be paid one time by the VA. A course in which a D grade is received can be repeated only if a C grade or better is required by the College.

If the grade point average of a student receiving VA benefits falls below 3.0, he/she will be placed on

probation for a maximum of 2 terms. If at the end of the maximum probation period the student's grade average is still below 3.0, their VA benefits will be discontinued.

The Middlebury proudly participates in the Yellow Ribbon Program. For more information, visit our website: <https://www.middlebury.edu/institute/admissions/scholarships/partners/veterans>

## **Work Study**

### **Federal Work Study**

The Federal Work Study Program at the Middlebury Institute allows students to work in part-time, paid positions within administrative and academic departments on campus, as well as in academically relevant positions off campus. Students are allowed to hold more than one position, but are limited to 20 hours per week. Student employment positions are paid on a bi-weekly basis, and are intended for use toward living expenses. Federal Work study earnings are partially funded by federal monies, and are offered to financial aid recipients who are U.S. citizens or legal permanent residents.

### **Institute Work Study**

Institute work study is a work program for students who are not on Federal Financial Aid, or who have not been awarded federal work study. International students may work on campus under the Institute Work Study Program. Full-time students may work up to 20 hours per week. No FAFSA is required for participation in the Institute Work Study Program.

## **Grants**

### **Federal Pell Grant**

The Federal Pell Grant program provides need-based grants to undergraduate students who have not yet received a bachelor's degree, and who the U.S. Department of Education has determined can only make very low family contributions toward their education. The maximum Federal Pell Grant may increase from year to year if supplemental funds are made available by the U.S. Department of Education. Students receiving Federal Pell Grants must be admitted to an undergraduate degree program and working toward their first bachelor's degree. They can be enrolled less than half time.

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

The Federal Supplemental Educational Opportunity Grant is a need-based federal grant available to undergraduate students with the most exceptional financial need who have not yet received a bachelor's degree. Priority is given to students who are eligible for a Federal Pell Grant, then to other undergraduate students with the greatest need.

### **Middlebury Institute Grant**

The Middlebury Institute has a financial need based grant to offer to financially needy students. In most cases, you are required to accept the student loans offered to you in order to receive this grant since you must demonstrate having exceptional financial need. This grant is awarded by the Office of Student Financial Services and is awarded on a first-come-first-served basis so be sure to complete your financial aid file prior to the March 1 priority deadline.

## **Loans**

If you obtain a loan to pay for your educational program, you are responsible for repaying the full amount, plus interest, less the amount refunded to your lender on your behalf. Further, if you

have received federal student financial aid funds, you are entitled to a refund of the monies not paid towards your tuition from the federal student aid program funds

### **Federal Perkins Loan**

The Federal Perkins Loan is awarded on the basis of financial need as determined by both FAFSA and the Office of Student Financial Services. This loan has a fixed interest rate of 5%. The Federal Government subsidized the interest on the Federal Perkins Loans while you are in school, as well as during a nine month grace period after you either graduate or cease to be enrolled at least half-time.

### **Federal Subsidized Stafford Loan**

The FFEL Federal Subsidized Stafford Loan is a need based loan made to undergraduate students through lending institutions such as banks and credit unions. The interest rate on Stafford Loans will be a 4.66% fixed interest rate beginning July 1, 2014. Repayment begins six months after you graduate or cease to be enrolled at least half-time. The interest is subsidized by the federal government while you are in school and during the six month grace period. The maximum amount any student may receive in Federal Stafford Subsidized Loans is \$5,500.

### **Federal Unsubsidized Stafford Loan**

The FFEL Federal Unsubsidized Stafford Loan is a non-need based loan. The federal government does not pay interest for you while you are in school. You may choose to make interest payments while in school, or have them deferred until you begin repayment. The principal balance of your loan is deferred while you are enrolled at least half-time and during the six month grace period. Interest is normally capitalized when entering repayment, thus avoiding the accumulation of compound interest while you are enrolled. Regular loan payments begin six months after you cease to be enrolled at least half-time. The maximum any student may receive in Federal Stafford Unsubsidized Loans is \$20,500 less any Federal Stafford Subsidized Loan amount.

### **Graduate Plus Loans**

The Federal Graduate PLUS Loan is a non-need based loan, with a fixed interest rate of 7.21%. The federal government does not pay interest for you while you are in school. You may choose to make interest payments while in school, or have them deferred until you begin repayment. The principal balance of your loan is deferred while you are enrolled at least half-time, however, there is no grace period for the Graduate PLUS loan, so you will enter repayment immediately upon graduation or dropping below half time. Interest is normally capitalized when entering repayment, thus avoiding the accumulation of compound interest while you are enrolled. There is no aggregate loan limit; however, your eligibility for this loan is dependent upon your cost of attendance as certified by the Office of Student Financial Services.

### **Private Alternative Loans**

Private Alternative Loans can help you pay student-related expenses that may not be covered by federal loan programs or other financial aid. These loans are one source of additional funds to close the gap between your financial aid resources and college costs.

Although you do not need to apply for federal, state or institutional financial aid before applying for an alternative loan, you should. Private alternative loans typically carry higher interest rates and fees than federal loans.

Private alternative loan programs are a good option for students who plan to attend a Middlebury Institute of International Studies program (such as the Summer Intensive Language Programs) but

do not plan to enroll in a degree-seeking program, as well as international students with at least two years of credit and/or a creditworthy U.S. Cosigner. They are also a favorable alternative for U.S. degree-seeking students who have been awarded the maximum available in federal student aid, but need additional funds to help meet the cost of living expenses. U.S. Citizens and Permanent Residents should find out first what institutional aid you qualify for before you apply for a private alternative loan.

You are encouraged to borrow only the amount necessary to cover that portion of your educational expenses that cannot be covered by other means. You cannot borrow more than the Cost of Attendance, as determined by the Office of Student Financial Services (OSFS). We will work with you to determine the student budget amount for your proposed term of study. The cost of education includes: tuition and fees, housing expenses, books and supplies, transportation costs, personal expenses, and health insurance premiums where applicable. The Middlebury Institute of International Studies at Monterey does not have dormitory facilities under its control. While we do not provide direct assistance to the student in finding housing, a Facebook housing resource is available that provides housing options in the local area. The availability of housing near the institution is favorable with the average cost of a home in the area at around \$750,000 and rent for a 1-bedroom apartment is approximately \$1,500. More information on housing can be found at <https://www.middlebury.edu/institute/student-life/life-in-monterey/housing>.

### **Outside Scholarships**

Each year, private outside foundations and agencies offer scholarships that are announced by the Office of Student Financial Services and/or through academic departments. Many of these scholarships and outside resources are posted in the Office of Student Financial Services. The earlier you begin researching these possibilities, the greater the chance you will receive an outside scholarship or grant.

#### **Scholarship Search Sources**

[www.fastweb.com](http://www.fastweb.com)

[www.scholaraid.com](http://www.scholaraid.com)

[www.ed.gov/inits/hope/tax\\_qa/](http://www.ed.gov/inits/hope/tax_qa/)

<http://collegeapps.about.com/od/collegescholarship1/>

[www.U.S.A.funds.wiredscholar.com/paying/scholarship\\_search/pay\\_scholarship\\_search.jsp](http://www.U.S.A.funds.wiredscholar.com/paying/scholarship_search/pay_scholarship_search.jsp)

### **Student Tuition Recovery Fund**

California law requires that upon enrollment a fee be assessed relative to the cost of tuition (Education Code Section 94342). These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure. Institutional participation is mandatory.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program."

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been

eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number. Your total charges are not paid by any third party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

**\*\*STRF fees are \$0 per \$1,000 of tuition.\*\***

### **Computer Purchase Program**

You may request a ONE TIME increase to your cost of attendance by up to \$2,000 for the purchase of a laptop. All increases are awarded in the form of student loans.

In order to request these loan funds, you will be required to submit documentation in the form of a receipt for your computer purchase. You are only eligible to receive an increase to your cost of attendance for a laptop and software ONE TIME during your academic career at the Middlebury Institute.

If you need the funds prior to the purchase of your laptop, you will need to go online and get a printout of the computer you intend to purchase, and submit it along with the laptop request form to the Office of Student Financial Services. After we have processed your request, we will send a revised award letter to you, at which time you may apply for the funds to purchase your laptop. Please be aware that you cannot get any financial aid funds prior to the first day of classes, and you should not expect a refund check before the second week of classes.

After you purchase your laptop, you will be required to submit a copy of the receipt of the purchase for your financial aid file. If you fail to do this, your financial aid will be reduced the following semester by the amount of the increase you were given to purchase the laptop.

If you have the funds to purchase a laptop ahead of time, you can be reimbursed for the purchase via student loans if you provide a receipt to the Office of Student Financial Services, so long as the purchase

was made after June 1<sup>st</sup> of the current academic year. However, in some cases, the increase may be in the form of Graduate PLUS loans, or private alternative loans, both of which are credit based loans, so you will want to be sure you have an acceptable credit history to be approved prior to making your purchase. If you have any questions regarding this program, feel free to contact the Office of Student Financial Services at 831-647-4119, or via email at [finaid@miis.edu](mailto:finaid@miis.edu).

## ACADEMIC PROGRAMS

See **Appendix B** for a complete list of course descriptions. For the most up to date information on the academic programs offered by the Middlebury Institute, including curriculum, degree requirements, and final projects, please visit our website at <https://www.middlebury.edu/institute/academics>.

## CAREERS

### Career Placement

The Middlebury Institute of International Studies at Monterey does not provide career placement services. However, the Center for Advising and Career Services (CASS) offers academic and career advising to all Institute students through a combination of personalized advising and by making available resources that assist students in their academic pursuits and in developing their careers, CACS produces and manages a Translation, Interpretation, and Localization Management Career Fair,

### Standard Occupational Classification

Graduates of the Middlebury Institute of International Studies at Monterey are generally employed in the following United States Department of Labor's Standard Occupational Classification codes. Note that this is not an all-inclusive listing.

- 41-3011 Advertising Account Executives
- 27-3043 Advertising Copy Writers
- 11-2011 Advertising Directors
- 27-3041 Advertising Editors
- 11-2011 Advertising Executives
- 11-2011 Advertising Managers
- 41-3010 Advertising Sales Agents
- 41-3011 Advertising Sales Agents
- 11-2010 Advertising and Promotions Managers
- 11-2011 Advertising and Promotions Managers
- 11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
- 41-3011 Account Executives, Advertising
- 13-2011 Accountants
- 13-2010 Accountants and Auditors
- 13-2011 Accountants and Auditors
- 13-2011 Accountants, Certified Public



- 13-2031 Analysts, Budget
- 13-1111 Analysts, Business Management
- 13-2051 Analysts, Corporate Financial
- 19-3011 Analysts, Economic Research
- 13-2051 Analysts, Financial
- 15-1122 Analysts, Information Security
- 13-1161 Analysts, Market Research
- 15-1122 Analysts, Network Security
- 15-2031 Analysts, Operations
- 15-2031 Analysts, Operations Research
- 13-2030 Budget Analysts
- 13-2031 Budget Analysts
- 13-2031 Budget Examiners
- 13-2031 Budget Officers
- 13-1111 Business Management Analysts
- 13-1000 Business Operations Specialists
- 13-1199 Business Operations Specialists, All Other
- 13-1190 Business Operations Specialists, Miscellaneous
- 13-1111 Business Process Consultants
- 41-3099 Business Services Sales Representatives
- 13-0000 Business and Financial Operations Occupations
- 25-1124 Chinese Language Professors
- 19-2021 Climatologists
- 13-1111 Consultants, Business Process
- 25-9031 Consultants, Educational
- 13-1075 Consultants, Labor Relations
- 13-1111 Consultants, Management
- 13-1161 Consultants, Marketing
- 19-3094 Consultants, Political
- 11-3131 Development Managers
- 13-1151 Development Specialists
- 27-3091 Diplomatic Interpreters

- 19-1032 Ecologists, Forest
- 19-1031 Ecologists, Range
- 19-3011 Economic Research Analysts
- 19-4061 Economic Research Assistants
- 19-3010 Economists
- 19-3011 Economists
- 19-3011 Economists, Environmental
- 11-9030 Education Administrators
- 11-9039 Education Administrators, All Other
- 11-9032 Education Administrators, Elementary School
- 11-9032 Education Administrators, Elementary and Secondary School
- 11-9033 Education Administrators, Postsecondary
- 11-9032 Education Administrators, Secondary School
- 25-1081 Education Teachers, Postsecondary
- 25-9031 Educational Consultants
- 21-1012 Educational Counselors
- 11-9032 Elementary School Education Administrators
- 11-9032 Elementary School Principals
- 25-2021 Elementary School Teachers, Except Special Education
- 25-2020 Elementary and Middle School Teachers
- 13-1041 Environmental Compliance Inspectors
- 19-3011 Environmental Economists
- 17-3025 Environmental Engineering Technicians
- 17-2080 Environmental Engineers
- 17-2081 Environmental Engineers
- 19-1032 Environmental Protection Foresters
- 29-9011 Environmental Protection Officers
- 19-4091 Environmental Protection Technicians, Including Health
- 17-3025 Environmental Remediation Engineering Technicians
- 17-2081 Environmental Remediation Engineers
- 19-4091 Environmental Science Technicians, Including Health
- 19-4091 Environmental Science and Protection Technicians, Including Health

- 25-1053 Environmental Science, Management, and Policy Professors
- 19-2040 Environmental Scientists and Geoscientists
- 19-2041 Environmental Scientists and Specialists, Including Health
- 19-2041 Environmental Scientists, Including Health
- 19-2041 Environmental Specialists, Including Health
- 25-1053 Environmental Studies Professors
- 13-2051 Financial Analysts
- 13-2050 Financial Analysts and Advisors
- 13-2071 Financial Assistance Advisors
- 43-3000 Financial Clerks
- 43-3099 Financial Clerks, All Other
- 43-3090 Financial Clerks, Miscellaneous
- 13-2061 Financial Compliance Examiners
- 11-3031 Financial Directors
- 13-2060 Financial Examiners
- 13-2061 Financial Examiners
- 11-3030 Financial Managers
- 11-3031 Financial Managers
- 13-2000 Financial Specialists
- 13-2099 Financial Specialists, All Other
- 13-2090 Financial Specialists, Miscellaneous
- 19-1012 Food Safety Scientists
- 25-1124 Foreign Language Teachers, Postsecondary
- 25-1124 Foreign Language and Literature Teachers, Postsecondary
- 19-1032 Forest Ecologists
- 19-1032 Foresters, Environmental Protection
- 13-1130 Fundraisers
- 13-1131 Fundraisers
- 13-1131 Fundraisers, Campaign
- 11-2031 Fundraising Directors
- 11-2031 Fundraising Managers
- 13-1131 Fundraising Officers

- 19-3094 Government Affairs Specialists
- 19-2041 Health Environmentalists
- 25-2031 High School English Teachers
- 25-2031 High School French Teachers
- 11-3120 Human Resources Managers
- 11-3121 Human Resources Managers
- 13-1071 Human Resources Specialists
- 13-1070 Human Resources Workers
- 21-1093 Human Service Assistants
- 13-1111 Industrial Analysts
- 19-3011 Industrial Economists
- 15-1122 Information Security Analysts
- 15-1121 Information Systems Analysts
- 11-3021 Information Systems Managers
- 11-3021 Information Technology Systems Directors
- 13-2053 Insurance Analysts
- 13-2053 Insurance Underwriters
- 27-3091 Interpreters
- 27-3091 Interpreters and Translators
- 27-3091 Interpreters, American Sign Language
- 27-3091 Interpreters, Court
- 27-3091 Interpreters, Diplomatic
- 41-3031 Investment Bankers
- 13-1110 Management Analysts
- 13-1111 Management Analysts
- 13-1111 Management Consultants
- 11-3021 Management Information Systems Directors
- 19-4051 Nuclear Monitoring Technicians
- 19-3051 Planners, City
- 19-3051 Planners, Community Development
- 13-1121 Planners, Conference
- 13-1121 Planners, Convention

- 13-1121 Planners, Corporate Meeting
- 13-2052 Planners, Estate
- 13-1121 Planners, Event
- 13-1081 Planners, Logistics
- 13-1121 Planners, Meeting
- 19-3051 Planners, Regional
- 19-3051 Planners, Urban
- 43-5061 Planning Clerks
- 19-3094 Political Consultants
- 19-3092 Political Geographers
- 19-3094 Political Research Scientists
- 25-1065 Political Science Teachers, Postsecondary
- 19-3094 Political Scientists
- 11-2031 Public Relations Managers
- 27-3030 Public Relations Specialists
- 27-3031 Public Relations Specialists
- 11-2030 Public Relations and Fundraising Managers
- 11-2031 Public Relations and Fundraising Managers
- 25-1124 Russian Language Professors
- 27-3091 Translators
- 15-1134 Web Designers
- 15-1134 Web Developers

## CAMPUS DIRECTORY

<b>DEPARTMENT</b>	<b>PHONE</b>	<b>EMAIL</b>
<b>General Information</b>	831-647-4100	<a href="mailto:info@miis.edu">info@miis.edu</a>
<b>Admissions Office</b>	831-647-4123	<a href="mailto:admit@miis.edu">admit@miis.edu</a>
<b>Institute Board of Overseers</b>	831-647-3513	<a href="mailto:VPmiis@miis.edu">VPmiis@miis.edu</a>
<b>Safety/Security</b>	831-647-4153	<a href="mailto:security@miis.edu">security@miis.edu</a>
 <b><u>Academic Programs</u></b>		
<b>Graduate School of International Policy and Management</b> Dean Fernando DePaolis	831-647-4155	<a href="mailto:gsipm@miis.edu">gsipm@miis.edu</a>
<b>Graduate School of Translation, Interpretation, and Language Education</b> Dean Laura Burian	831-647-4185	<a href="mailto:gstile@miis.edu">gstile@miis.edu</a>
<b>Intensive English Programs (ESL)</b>	831-647-3501	<a href="mailto:english@miis.edu">english@miis.edu</a>
<b>Intensive and Custom Language Program (Summer Intensive and Custom)</b>	831-647-4115	<a href="mailto:cls@miis.edu">cls@miis.edu</a>
 <b><u>Administrative Departments</u></b>		
<b>Advancement</b> Shirley Coly, Director of Development	831-647-7179	<a href="mailto:giving@miis.edu">giving@miis.edu</a>
<b>Alumni Relations</b> Breanna Donofrio, Associate Director of Graduate Alumni Engagement	831-647-4648	<a href="mailto:alumni@miis.edu">alumni@miis.edu</a>
<b>Business Office, Finance, and Administration</b> Steve Marino, Manager of Finance	831-647-6408	<a href="mailto:businessoffice@miis.edu">businessoffice@miis.edu</a>
<b>Campus Services</b> Andrew Hernandez, Director of Facilities Services	831-647-6621	<a href="mailto:ahernandez@miis.edu">ahernandez@miis.edu</a>
<b>Center for Advising and Career Services</b> Gael Meraud, Assistant Dean for Career and Academic Advising	831-647-4127	<a href="mailto:advising@miis.edu">advising@miis.edu</a>
<b>Communications</b> Eva Gudbergdottir, Associate Director of Communications	831-647-3516	<a href="mailto:jason.warburg@miis.edu">jason.warburg@miis.edu</a>
<b>James Martin Center for Nonproliferation Studies</b> Dr. William Potter, Director	831-647-4154	<a href="mailto:cns@miis.edu">cns@miis.edu</a>
<b>Student Financial Services</b> Regina Garner, Director	831-647-4119	<a href="mailto:finaid@miis.edu">finaid@miis.edu</a>

<b>Human Resources</b> Michael Ulibarri, Manager	831-647-6404	<a href="mailto:jobs@miis.edu">jobs@miis.edu</a>
<b>Information Technology Services</b> John Grunder, Director	831-647-6656	<a href="mailto:helpdesk@miis.edu">helpdesk@miis.edu</a>
<b>Library</b> Ann Flower, Assistant Director	831-647-4135	<a href="mailto:library@miis.edu">library@miis.edu</a>
<b>Vice President for Academic Affairs and Dean of the Institute</b> Jeff Dayton-Johnson, VPAA	831-647-4102	<a href="mailto:vpmiis@miis.edu">vpmiis@miis.edu</a>
<b>Registrar - Records Office</b> Seamus Dorrian, Registrar	831-647-4121	<a href="mailto:records@miis.edu">records@miis.edu</a>
<b>Student Recruiting</b> Devin Lueddeke, Senior Director of Global Recruiting	831-647-6571	<a href="mailto:admit@miis.edu">admit@miis.edu</a>
<b>Student Services and Housing</b> Ashley Arrocha, Associate Dean of Student Services	831-647-4128	<a href="mailto:student.affairs@miis.edu">student.affairs@miis.edu</a>
<b>International Visa Status</b> Kelly O'Connell, International Student Advisor	831-647-3586	<a href="mailto:visas@miis.edu">visas@miis.edu</a>

The mailing address for all departments at the Middlebury Institute of International Studies is:  
**460 Pierce Street, Monterey, CA 93940 U.S.A.**

Office hours for the above are Monday – Friday, 8:30 a.m. to 5:00 p.m. PST. The Library and the Security offices are exceptions. Security is available 24 hours per day 7 days per week. Please contact the Library for their specific hours of operation, as they are subject to change each semester.

Classes are held in the following buildings:

- MORSE BUILDING**, 426 Van Buren St.
- KINNOULL HOUSE**, 462 Van Buren St.
- CRAIG BUILDING**, 472 Pierce St.
- CNS BUILDING**, 499 Van Buren St.
- McCONE BUILDING**, 499 Pierce St
- IIRC BUILDING**, 464 Pacific St
- CASA FUENTE**, 449 Pierce St. & 450 Pacific St.
- 400 PACIFIC**
- McGOWAN BUILDING**, 411 Pacific St.

**The most current and detailed information about the Middlebury Institute of International Studies can be found at <https://www.middlebury.edu/institute/>.  
**Student Life Information****

**The following information relating to student life may be found at the locations indicated.**

Policies on student rights, including the procedure for addressing student grievances: [Policy and](#)

[Standards Manual](#), page 21 and page 40.

Student services:

- [Career Resources](#)
- [Job Placement Rates](#)
- [Disability Services](#)
- [Student Activities](#)
- [Housing information](#)

This catalog is updated annually, based on the academic year of July 1 – June 30.



## **Appendix A**

### **Middlebury Institute Faculty**

#### **Graduate School of International Policy & Management (GSIPM)**

##### **Tsuneo Akaha**

- PhD, MA, International Relations, University of Southern California
- BA, Political Science, Oregon State University
- BA, Political Science, Waseda University, Tokyo

##### **William Arrocha**

- PhD, International Relations, MA, International Relations, Queens University, Canada
- Advanced Diploma in Canadian and United States Studies, Instituto Tecnológico Autónomo de México
- BA, International Relations, Universidad Nacional Autónoma de México.

##### **Mahabat Baimyrzaeva**

- Ph.D. in Public Administration, University of Southern California, 2003-2010
- Master of Public Administration, University of Hawaii, 2001-2003
- International Management Graduate Certificate, College of Business Administration, University of Hawaii, 2002-2003
- Leadership and Culture Program, East-West Center, Honolulu, 2002-2003
- Undergraduate Degree in International Law, International University of Kyrgyzstan, 1994-1998

##### **Jeffrey Bale**

- PhD in Late Modern European History, University of California at Berkeley
- MA in Political Sociology and Social Movements, University of California at Berkeley
- BA in Middle Eastern, Islamic, and Central Asian History, University of Michigan

##### **Jason Blazakis**

- MA in International Relations and National Security Studies, Columbia University, 2003
- MA in Government, Johns Hopkins University, 2001
- BA in Political Science, University of Mississippi, 1997

##### **Philipp Bleek**

- PhD, International Relations, Georgetown University
- M.A., Public Policy, with a concentration in international security and political economy, Harvard University's John F. Kennedy School of Government
- B.A. Princeton University's Woodrow Wilson School of Public and International Affairs

##### **Paige Butler**

- Ed.D., Educational Leadership & Policy Studies in Higher Education
- M.Ed., Higher & Post-secondary Education, Arizona State University, Arizona
- B.A., Psychology & Spanish, Cornell College, Iowa
- Experiential Education Certification, National Society of Experiential Education

##### **Anne Campbell**

- PhD, Comparative and International Development Education, University of Minnesota
- MA, Critical Theory and Cultural Studies, University of Nottingham, United Kingdom.
- BS, History and Interdisciplinary Studies, Iowa State University

**Canri Chan**

- PhD, Accounting, Flinders University of South Australia, Adelaide, Australia
- MS, Accounting, Curtin University of Technology, Perth, Australia
- BBA with honors, University of Hawaii at Hilo, Hawaii, USA

**Daniel Chatham**

- Ed.D., Global Education, University of Southern California
- MBA, Business Administration, Temple University, Pennsylvania
- BBA, Finance, Temple University, Pennsylvania

**Avner Cohen**

- Ph.D. from the Committee on History of Culture of the University of Chicago
- M.A. in Philosophy from York University,
- B.A. in Philosophy and History from Tel Aviv University,

**Jeffrey Dayton-Johnson**

- PhD, Economics, University of California, Berkeley
- B.A. Latin American studies at Berkeley and Universidad Nacional Autónoma de México.

**Fernando DePaolis**

- PhD, Urban Planning/Regional Economics (University of California-Los Angeles)
- MA, Urban Planning/International Development (University of Kansas)
- Advanced Diploma Architecture (National University of San Juan, Argentina)

**Sandra Dow**

- Ph.D. in Finance at Concordia University
- MA in Economics at Dalhousie University
- BA in Economics from Mount Allison University

**Kent Glenzer**

- Ph.D., Emory University
- MA in Communication, Cornell University
- BA in Journalism, Northwestern University

**Constantin Gurdgiev**

- PhD Macroeconomics and Finance, Trinity College, Dublin
- MA Economics, John Hopkins University

**Pushpa Iyer**

- Ph.D. (Conflict Analysis and Resolution), George Mason University, US
- MBA (International Management), University of East London, UK
- Post-Graduate Diplomas in Human Resources Management, Organizational Behaviour, Sacred Heart University, Luxembourg and Academy of Human Resources Development, India
- Bachelor of Law (Labour Laws), Gujarat University, India
- Bachelor of Commerce, Gujarat University, India

**Sharad Joshi**

- PhD, Graduate School of Public and International Affairs, University of Pittsburgh,
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- B.A. (Honors-Economics), University of Rajasthan, Jaipur, 1997.

**Jeffrey Knopf**

- Ph.D. and MA in Political Science, Stanford University
- BA Social Studies, Harvard University

**Elaine Korzak**

- PhD, Department of War Studies at King's College London
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- LL.M, Public International Law from the London School of Economics and Political Science

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- PhD, Natural Resource Policy and Management, Cornell University
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- BA, History, Dana College

**Beryl Levinger**

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- BS, Social Sciences, Cornell University

**Wei Liang**

- PhD, MA, International Relations and International Political Economy, University of Southern California.
- BA, International Politics, Peking University, China.

**Robert McCleery**

- PhD, Economics, Stanford University
- BA, Economics, University of Hawaii

**Christopher McShane**

- MSc, International Relations, London School of Economics, London, UK
- BA, International Relations, Claremont McKenna College, Claremont, CA
- Graduate Coursework, School of Advances International Studies, Johns Hopkins University, Washington, DC

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- MA, East Tennessee State University
- BS, Appalachian State University

**Alfredo Ortiz**

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- BA, Political Science, Southern Illinois University

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- Sophia University (上智大学)
- B.A. International Relations, Seton Hall University

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- M.A. International Education, SIT Graduate Institute
- B.A. Communication and Asian Studies, University of Puget Sound

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- PhD, Economics, University of Virginia
- MA, Economics, University of Virginia
- BA, Economics, Boston University

**Moyara Ruehsen**

- PhD, International Economics and Middle East Studies, Johns Hopkins University Paul H. Nitze School of Advanced International Studies (SAIS)
- MA, International Studies, MHS, International Health,
- BA, Social Science, Johns Hopkins University
- CAMS (Certified Anti-Money Laundering Specialist)
- CFCS (Certified Financial Crime Specialist)

**Donald Sciglimpaglia**

- Ph.D. University of Colorado Marketing / Management Science / Social Psychology
- Master of Science, Aeronautical Systems, University of West Florida
- Bachelor of Science in Industrial Engineering, University of Florida

**Jason Scorse**

- Ph.D. Agricultural and Natural Resource Economics UC-Berkeley
- M.S. UC-Berkeley
- M.S. UC-Santa Cruz
- B.A. UC-Santa Cruz

**Yuwei Shi**

- PhD, international management from University of Texas, Dallas Naveen Jindal School of Management.
- Master of Comparative Law from the Dedmen School of Law at Southern Methodist University
- Bachelor of Engineering degree, Shanghai Jiaotong University,

**David Wick**

- EdD, in Educational Leadership, San Francisco State University
- MSE, in Educational Theory and Practice, Arkansas State University
- BA, in French, German, and Dance, Macalester College

**Lyuba Zarsky**

- Ph.D. Department of Economics, University of Massachusetts, Amherst,
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## **Graduate School of Translation, Interpretation, and Language Education (GSTILE)**

### **Mahmoud Abdalla**

- Ph.D., Applied linguistics, Essex University and the University of Edinburgh
- M.A., Applied linguistics, Essex University and the University of Edinburgh

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- MA, Translation and Interpretation, Monterey Institute of International Studies, California
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### **Carles Andreu**

- MA in Literary Theory and Comparative Literature, Universitat de Barcelona
- BA in Translation and Interpretation, Universitat Pompeu Fabra

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- PhD in Applied Linguistics, UCLA,
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- B.A. in Anthropology (emphasis: linguistic anthropology), Minor in French, UCLA
- Certificate in Teaching English as a Second Language, UCLA
- YIVO/NYU Uriel Weinreich Program in Yiddish Language, Literature, and Culture, June-July 2010
- UCLA Summer Sessions in France, June-July 1999

### **Kathi Bailey**

- PhD in Applied Linguistics, UCLA
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- BA in English literature at the University of California

### **John Balcom**

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- BA, Chinese, Monterey Institute of International Studies
- BA, History, California State University, Fullerton

### **Chuanyun Bao**

- Diploma in Translation and Conference Interpretation, United Nations Translators and Interpreters Program (now the Graduate School of Translation and Interpretation), Beijing Foreign Studies University;
- Visiting student in the Department of Foreign Languages and Literature, Nanjing University, China;
- Diploma in English language and literature, Xuzhou Normal University, China

### **Abdelkader Barrahmoun**

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**Maria Butcher** – English for Academic Professional Purposes

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- BA French Language and Literature, Colorado College

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- Specialist (equivalent to MA) in Translation/Interpretation and Intercultural Communication, Moscow State Linguistic University, Moscow, Russia

**Lijian Cai**

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- BA, Hangzhou University (Now part of Zhejiang University)

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- MA, American University
- Maîtrise en Lettres Modernes, Université Cheikh Anta Diop de Dakar, Senegal

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- “License” in Spanish literature and civilizations, minor in English literature, Paris X Nanterre

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- MA Program, Chinese Pedagogy at Middlebury College
- BA, English Literature, Fu Jen Catholic University

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- MA, Political Science, University of Toulouse
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- Ph.D. in Spanish Linguistics. Designated Emphasis on Second Language Acquisition. University of California, Davis
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- B.A. in Humanities University of Carlos III, Spain

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- Diplôme d'Études Approfondies, University of Geneva, ETI, Geneva, Switzerland
- TESOL Certificate, Monterey Institute of International Studies, Monterey
- MA, Hispanic Studies, Monterey Institute of International Studies, Monterey
- Certificate in Interpreter Education, ETI, Geneva, Switzerland
- EU Commission training course for conference interpreters, Brussels, Belgium
- BA Hons, French and German, University of Bradford

**John Hedgcock**

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- M.A., Applied Linguistics, University of Southern California
- M.A., French, University of Washington
- B.A., French and Spanish, University of Washington

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- M.A. Spanish, Middlebury College
- B.A. Spanish, University of Oklahoma

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- MA, Theoretical Linguistics, Reading University
- BA, English Philology, University of Santiago de Compostela

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- BA, Theater Arts, Whitman College

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- TESOL Certificate, University of Florida
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- MA, Romance Languages and Structural Linguistics, St. Petersburg State Pedagogical University

**Samuel Kim**

- M.A. in Conference Interpretation at MIIS, 2016
- B.A. in Linguistics at UC Berkeley, 2007
- B.A. in Japanese at UC Berkeley, 2007

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**Siun Lee**

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- MA, Translation, Monterey Institute of International Studies
- MS, Instructional Science and Technology, California State University Monterey Bay
- BA, English Language and Literature, Ewha Womans University

**Lisa Leopold**

- MA, TESOL, University of Illinois
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- Certificate, Teaching of English to Speakers of Other Languages, MIIS
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- PhD ABD, Applied Linguistics May 2010 University of British Columbia, Vancouver, BC, CANADA
- MA Conference Interpretation
- MA Sociolinguistics May 2006 University of Hawaii at Manoa, Honolulu, HI, USA



- Postgraduate Diploma in Education January 1999 University of Queensland, Brisbane, QLD, AUSTRALIA

**Pablo Oliva**

- Ph.D., from the University of Granada, Spain.
- M.A., Educational Leadership, East Carolina University
- BA. Instituto Nacional Superior del Profesorado: University of Entre Rios, Argentina
- DEA (Diploma Estudios Avanzados) University of Nebrija, Spain

**Barry Olsen**

- MA, Conference Interpretation (English, Spanish, Russian), Monterey Institute of International Studies
- BA, Spanish Translation, Brigham Young University

**Deniz Ortactepe**

- Ph.D. 2011 State University of New York - University at Albany, Dept. of Educational Theory and Practice, Curriculum & instruction
- MA 2006 Bogazici University, Institute of Social Sciences, Educational Sciences, Adult Education
- BA 2003 Bogazici University, Department of Foreign, Language Education

**Jennifer Peck**

- MA, TESOL, Monterey Institute of International Studies
- BA, Comparative Literature in Paris, American University of Paris.

**Hideko Russell**

- MA, Translation and Interpretation, English-Japanese, Monterey Institute of International Studies
- BA, English Literature, University of Sacred Heart

**Thor Sawin**

- Ph.D. Linguistics, University of South Carolina
- M.A. Teaching English to Speakers of Other Languages, Michigan State University
- M.A. Linguistics, Michigan State University
- B.S. Geography/Linguistics, Michigan State University

**Carol Shulman-Mora**

- M.A. in Spanish Translation and Interpretation, Monterey Institute of International Studies
- B.A. of Latin American Studies and Spanish Literature, University of California at Santa Cruz

**Miryoung Sohn**

- MA, Interpretation and Translation, Hankuk University of Foreign Studies
- BA, Sociology, Ewha Womans University

**Max Troyer**

- M.A. French Translation, Monterey Institute of International Studies
- B.A. French and Computer Science, Indiana University

**Nancy Tsai**

- Ph.D. in Translation Studies, University of Ottawa, Canada
- MA in Translation and Interpretation, Monterey Institute of International Studies
- MFA in Comparative Literature—Literary Translation, University of Iowa
- BA in English, National Kaohsiung Normal University, Taiwan

**Anna Vassilieva**

- Ph.D., History, Russian Diplomatic Academy; BA, MA, Irkutsk State Linguistic University

**Tanya Pound Williams**

- MA, Child Counseling and Assessment, University of Toronto

- BS, Premedicine and Psychology, University of San Francisco

**Adam Wooten**

- MBA International Management, Monterey Institute of International Studies

- MA Translation, Monterey Institute of International Studies

- BA Spanish Translation, Brigham Young University

## **Appendix B**

### **Middlebury Institute of International Studies at Monterey**

### **Course Descriptions**

This catalog contains course descriptions as of the date of publication and should be used only as an informational guide. The Institute reserves the right to alter or amend at any time, without notice, the offerings and/or descriptions contained in the catalog.

#### **ARABIC**

##### **ARLA 8214**

This course will be a study of the basic information related to the Arab world and Middle East. The course focuses on enhancing abilities to communicate personal meaning effectively and satisfy personal needs and social demands to survive in an Arabic-speaking environment. Students acquire the ability to describe fluently themselves, their homes, towns, countries, provide and request basic information, and talk about their daily activities, jobs, education, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

##### **ARLA 8251**

This course explores the diversity of the Middle East with a focus on religion and ethnic groups. The course addresses, modern history; basic beliefs and practices; identity; religion and politics; culture and tradition.

##### **ARLA 8252**

Arabic Media is a course that is designed for students at the intermediate level. It introduces the language of print, internet, TV news media to students of Arabic and provides them with the basic skills and vocabulary required for understanding the language of newspapers, magazines, television, and internet news. It will cover a wide range of topics such as business, politics, current events, society, culture, and environment.

##### **ARLA 8321**

Massive outpourings of Tunisians in December 2010 represented at first genuine popular protests against rotten regimes, total power of the ruling elites, corruption, unemployment, social injustice, and the expanding gap between rich and poor segments of the society. After almost 5 years since the beginning of the so-called “Arab Spring,” which for many turned suddenly into “winter”, what did the wind of change bring? This course will explore some of the challenges the Arab revolutions are facing such as the rise of authoritarianism and religious extremism, massive displacements, the emergence of multiple regional civil wars, mounting regional instability, economic and demographic decline of Arab countries, and ethno-religious sectarian strife.

#### **CHINESE**

#### CHLA 8231

This course aims to enhance students' language skills on a variety of daily topics in authentic context, with a focus on raising their intercultural awareness and cultural humility. It seeks to strengthen students' language performance from sentence to discourse level with emphasis on listening, speaking, reading and writing. Relevant contemporary issues in Chinese-speaking societies will be covered and practiced in various tasks.

#### CHLA 8241

This course aims to enhance students' language skills on a variety of daily topics in authentic context, with a focus on raising their intercultural awareness and cultural humility. It seeks to strengthen students' language performance from sentence to discourse level with emphasis on listening, speaking, reading and writing. Relevant contemporary issues in Chinese-speaking societies will be covered and practiced in various tasks. Different genres may be used to foster learner's autonomy.

#### CHLA 8368

This course is a 15-week Content-Based Instruction (CBI) course that embodies the Monterey Way. The format of the class has 4-hour component, with additional informal 2-hour Movie Club participation: vocabulary and communicative grammar interpersonal practices, performance, and content discussion or reading extension. The learning tasks incorporate reading texts of Chinese contemporary historical events to enhance students' understanding, watching movies that mark historical events, acting and discussing in class. It is designed to build colloquial conversational and listening skills through acting bits from the movie, to engage students to access authentic texts, to enhance understanding of content knowledge of Chinese modern history and Chinese culture. Assignments include different forms of performing and acting, weekly essays, grammar exercise sheets, listening exercises, etc. This course also has a Moodle site where students are able to get course materials week by week. Also, outside of the classroom, students are encouraged to participate in the Movie Club. Prerequisite: Intermediate-high or above language proficiency level as determined by placement and oral exams; students with ability to read less complex authentic materials.

#### CHLA 8360

Modern Chinese newspaper headlines and news items. Emphasizes comprehension and vocabulary development of special terms and current expressions used in the news.

#### CHLA 8460

This course contains three stages: first 7.5 weeks of coverage on 36 stratagems and Art of Sunzi (Dai), 4-week of individualization research sign-up and language review (2-hour per week by Cai), and followed by the final 4-week of review, final reports and final deliverables at the Mini-Monterey Model in Irvine Auditorium (Dai). CHLA 8460A is a 12-week intensive course that contains 6-hour instruction per week. In addition to the 12-week intensive course, students are also keeping their reading logs with the teaching associate from mid-October to mid-November, during this period of time, students are reviewing materials covered during the first 8 weeks and start to develop their research interests, to further their research reading in Chinese. Final deliverables for the course are a wrap-up research analysis paper of 12 to 15 page (or its

equivalence of the content in the format of digital media integration), and a final presentation will be delivered in Irvine Auditorium.

A key research topic is concluded and developed after the first 8 weeks, and further develop an individualization research project related to your major using insights from Art of Sunzi. The Individualization Research Project curriculum will be devised in a way that would allow students to develop their own interest and areas of expertise to conduct 5-minute mini-oral reports 2 times during mid-October and mid-November. You can exchange the views and acquired knowledge pertinent to selected topics and gain feedbacks from fellow classmates.

The Art of Sunzi curriculum will consist of the following topics:

1. Overview: Key concepts and background information of Art of Sunzi
2. History: Historical relevance of Military tactics in Chinese History
3. Business strategies: Business, management and its relation to Art of Sunzi
4. Leadership and Philosophy: Insights of Art of Sunzi on leadership and philosophy
5. Individualization Research Analysis Projects using insights from Art of Sunzi

#### CHLA 8490

Chinese Grammar Pedagogy is an introduction to Chinese grammar pedagogy that focuses on structured grammar input, pedagogical methods in instructing Chinese grammar, discourse-based approach, types of grammar elicitation designs, and interaction among grammar, context, and pragmatics. It is designed to integrate theories into hands-on practice. The primary goals of this course include gaining insights from readings of books, Chinese pedagogical grammar articles, discussing grammar teachability issues from elementary to advanced levels, writing reaction journals and reflection, training grammar elicitation techniques, and compiling Chinese grammar from authentic content-based materials. The course will also integrate technology, be it Moodle, AdobeConnect, blogging, etc., into the classroom and invite K-16 Chinese linguists and pedagogues in this field through virtual Elluminate web-conferencing tool and recorded presentation, e.g. Professor Jianhua Bai, Professor Paul Jia, etc. The course will embrace the Monterey Way, be conducted using content-based instruction, be taught in Chinese and use reading materials in English and Chinese. All the assignments except grammar explanation should be written in Chinese. Students have to choose textbooks or authentic materials for their semester project, and are expected to write reaction journals (one article of your choice from the week's reading), reflection entries (based on what you have learned with your teacher, peers, and online lecturers, etc.), and conduct a 15-20 min rehearsal and real-class teaching demos. The class is a 3+1 combo, which means three-hour classroom time plus one-hour online portion. Meetings during every Thursday evenings 6-8:50 p.m. and make-up classes on some Friday evenings 5:00-7:50 p.m. before Week 8, and you start to choose or develop your own approach to design your lesson plan during week 8 to week 10. We will meet online again in week 11, and resume our classes during week 13. Our teaching demos in week 13, final presentation is in week 15, and your semester project is due on December 10th, 2:00 p.m. (Submit both Paper and e-copy).

#### CHLA 8510

In addition to three hour class meeting, synchronous and asynchronous online learning are required for this class.

## **DESIGN, PARTNERING, MANAGEMENT, AND INNOVATION (DPMI)**

### **DPMI 8575**

2014 marked 20 years since the 1994 Rwandan Genocide. Today, Rwanda has achieved all of the health-related UN Millennium Development Goals and has greatly increased the average life expectancy of its citizens. The country is regarded as a development success story by most in the international community. This course will cover the genocide and progress since as well as cultural issues, the upcoming elections, the strength of government institutions, and key local and regional actors in international development. In addition to coverage of political, economic, and social issues in Rwanda, participants will build self-awareness necessary to perform well in non-familiar, cross-cultural work environments. Students will learn about Rwanda's many successes as well as its goals and modern challenges.

MIIS students taking the January DPMI Rwanda course(s) must take this workshop or complete a pre-departure assignment if they cannot attend the workshop.

### **DPMI 8630**

The 4-credit DPMI 8630 offering is only available to students who participated in the 2-week DPMI/Monterey course (summer).

Requires completion and submission of deliverables for DPMI Module I and II the 3-5 page Statement of Development Philosophy. Students enrolled in this course should submit links to their work to [BLEvinger@miis.edu](mailto:BLEvinger@miis.edu) and [dpmi@miis.edu](mailto:dpmi@miis.edu) by the last day of classes for the semester of enrollment. You must also provide the link to your work on the course wiki.

Deliverables for both modules should be presented as a Google Doc or through a website of your choice. Please use the same technology to present all your deliverables. Be sure that your work is made public ("anyone with link" can view).

Your deliverables need not be uniquely your work. When you are working on team projects (e.g., the Results Framework), you may present the work you did with other team members. You are, however, strongly encouraged to improve or enhance the group's product so that you have a portfolio that represents your best work and that is worthy of sharing with a future employer.

### **DPMI 8635**

This course will cover a core set of skills related to effective leadership of international development projects. Topics that will be addressed include project design, strategic partnering, and facilitation. Content will include select tools from each of the three weeks of the traditional 3-week DPMI training. Students will learn how to develop a problem tree, indicators, and a project design as well as a strategic partnership plan and essential tools for facilitation of groups. This course will take place March 10-12 from 12-5pm each day and will be taught by Dr. Beryl Levinger. This course can satisfy the prerequisite for DPMI Plus (8650 A and B).

### DPMI 8650

The Development Project Practicum is an academic and professional program in which students complete professional assignments (typically three to seven months) with an organization that they have helped identify. The practicum is designed to afford students the opportunity to utilize DPMI skills in the field. Participants develop a set of negotiated deliverables which are reviewed and approved by the faculty program director and the Center for Advising and Career Services. Credit is offered on a pass/fail basis. The Development Project Practicum may be completed in conjunction with DPMI 8698 for 12 credits in any given semester, or at any time after a DPMI Certificate of Completion has been earned. Please visit <http://miis.edu/dpmi> or contact [dpmi@miis.edu](mailto:dpmi@miis.edu) for more information.

### DPMI 8655

MIIS students will travel to Washington, D.C. over Spring Break to complete a client project with one of three leading international development and social change organizations (Root Change, FHI 360, and the Grameen Foundation). Students will learn valuable skills that complement the DPMI Certificate training including learning how the organization in which they are working for the week functions as well as how to apply strategic tools and concepts from the DPMI training. All participants must complete the DPMI Managing Development Project Essentials workshop with Beryl Levinger prior to enrolling in this practicum. Dr. Levinger will accompany the group to DC and hold three onsite meetings at the organization with each group. Students on the Root Change team will work on a project that is part of the USAID “Local Awards” initiative. They will develop a learning agenda using Action Research methods. Students on the FHI 360 team will work on an education project focused on Equatorial Guinea and Active Learning. Students working at the Grameen Foundation will develop a monitoring and evaluation project related to the organization’s strategic plan. The final deliverable developed for the organizations will be submitted to Dr. Levinger for review and academic credit.

### DPMI 8686

Credit: course can be taken for no credit or for 4 units on a Pass/Fail basis. A certificate of completion will be awarded to participants who successfully complete all assignments.  
Instructor of record: Dr. Beryl Levinger

The program will focus on use and mastery of tools and frameworks that represent “embedded theory.” Tool mastery will prepare participants to foster sustainable development. The tools to be featured in the program are widely used by bilateral and multinational organizations including USAID, the World Bank, and UNDP.

Note: While there may be some content overlap with current DPMI offerings, the examples and projects will all be Rwanda-specific and focused on HIV/AIDS, education or gender.

Students who enroll will be eligible to participate in DPMI8650A (DPMI+). Students who have already completed DPMI 8698 A and/or 8698 B are also eligible to enroll. For students who have previously participated in a DPMI session, this program will allow them to hone their skills further with more elaborate assignments.

## DEVELOPMENT PRACTICE & POLICY

### DPPG 8500

This course is a guided introduction to conceptualizing problems and making sense of quantitative information in the policy sphere. The course begins by introducing the theory and practice of policy analysis. The stages of the public policy process and methods for structuring policy inquiry are introduced to provide a means for deconstructing policy problems and asking relevant and practical questions in a policy context.

Next the class is introduced to how such questions are addressed using quantitative tools. Topics to be covered include sampling, estimation, hypothesis testing, analysis of variance, and regression techniques. This will basically be a primer on applying inferential statistics to policy problems. The course will also include introductory training in the use of innovative statistical software, as well as Excel statistical functions.

### DPPG 8501

This course introduces students to the theory and practice of policy analysis. Students will be introduced to the stages of the public policy process, including agenda setting, formulation, implementation, and evaluation. Students will also develop basic policy analysis skills, including problem structuring, stakeholder identification, summarization of current policy, development of policy options, elaboration of criteria for selection, and recommendation of course of action. These concepts are illustrated by examples policies that fall within students' range of interests. This course also introduces students to scientific methods that are used as a means for structuring policy inquiry. A series of research approaches and techniques are presented in the context of forecasting, monitoring, and evaluation for the analysis of domestic and international policies.

### DPPG 8504

The course is an introduction to inferential statistics with an emphasis on Policy Analysis applications. Topics to be covered include sampling, estimation, hypothesis testing, analysis of variance, and simple and multiple regression analysis. The course will also include an introduction to the use of the computer as a tool for data analysis using leading statistical packages, as well as Excel statistical functions.

### DPPG 8506

This course introduces students to the politics of development, its contemporary debates, agencies and issue-areas. Development is a contested concept and practice that originates from the exercise of power, which is at the core of politics. Governments, International Organizations (IO), Non Governmental Organizations (NGO), and other social actors within Civil Society, have kept alive and thriving the debate on the best development practices that can better the lives of billions of individuals. It is a debate that takes place at multiple spatial and socio-political contexts, within and beyond the institutions of the state, yet its concrete outcomes are located within the boundaries of a specific state, or group of states. It is often assumed that states and societies share common development goals, this is far from being the case, as the key ideas, agencies and practices of development are shaped within domestic and international political systems where political and economic power are far from being distributed equally. Such unequal distribution of power is even greater between states with different levels, or models, of



development. Today the economic and political gains from the dominant model of development are also far from being distributed equally. For these reasons it is fundamental that future practitioners recognize the limits and reaches of development models, as these are intricately related to how political power is conceptualized, exercised and distributed through a wide range of social contexts at domestic and international levels.

#### DPPG 8509

This dynamic region has been leading global growth over the past few decades. Yet many challenges and obstacles remain. Some of these challenges remain despite rapid economic growth (malnutrition, poor educational quality in rural areas, poor sanitation and related health problems, government corruption, women's rights and gender inequality, etc.). Others can be viewed as “collateral damage” from rapid economic growth (air and water pollution, rising income and asset inequality, aging populations, loss of cultural traditions and knowledge, etc.). Still others involve local, national, or regional responses to global challenges, such as climate change. Some challenges are local, regional, or national, while others require international cooperation and coordination to effectively address. Major players (US, EU, Japan, China, and maybe other BRICS) impact others in the region with their policy initiatives and shifting priorities. These challenges will require innovative policy initiatives, and this class will give students experience in drafting such policies.

Students will identify and research a specific challenge. This challenge can and should have multiple dimensions (social, human security, legal, political, etc.) but MUST include an economic dimension. Relevant economic principles will be introduced in lecture and discussion format to facilitate their incorporation into student research. Historical cases such as the Asian Financial Crisis and the global recession will be discussed, but the focus of the class will be forward looking.

#### DPPG 8511

This course is an introduction to the field of conflict resolution and is intended to provide a solid foundation for further inquiry and application. The course is deliberately very broad and is so designed to facilitate students to pick and choose specific topics they would like to study in-depth in future. This course is both theory and skills based. Theories useful for understanding the root causes, dynamics and the resolution of the conflict (primarily inter-state conflict) will be examined. In the latter half of the course, students will focus on developing skills (primarily negotiation, mediation and facilitation) as third party interveners. Students will be encouraged to find their style of intervention, analyze complex conflict situations, develop intervention strategies and suggest methods and processes for implementing agreements reached.

#### DPPG 8514

Today it would be hard to contest the deep international integration arising from the global expansion of capital, the ever-growing international division of labor, informational modes of development, new migration flows and the interchange of worldviews, products, ideas and other aspects of culture. A complex web of transnational corporations, inter-governmental organizations and non-governmental organizations help shape policies and practices of development. Cultural globalization, the expansion of global epistemic communities, transnational activism and an emerging global civil society are adding their voices to a global

debate on how to make globalization work for all, including the environment. The goal of this course is to explore and debate the challenges and opportunities that globalization presents us in the development of policies and practices of development at a local, regional and global level.

#### DPPG 8515

This course provides a multidimensional introduction to international trade policy. The course is structured to provide students with a thorough understanding of the political economy of trade and the ever-evolving nature of policy issues that are confronted by those engaged in international trade. Its purpose is to provide students with an understanding of international trade economics, rules, politics and institutions, and the major policy issues facing the global trading system. The course begins with an exploration of the theories of international political economy, the rationales for free trade & protection, the distributional impact of trade, and the challenges presented by deeper international economic integration. The course then considers the World Trade Organization (WTO). It explores negotiation mechanisms and principles, and the rules relating to market access, dispute settlement, fair trade, safeguards and trade-related intellectual property (TRIPs). The final section considers major issues facing the global trading system. These include regional trading arrangements, foreign investment, labor standards, trade and environment and the implication of the current global financial crisis on international trade.

#### DPPG 8516

Leadership and Social Innovations (MPA gateway management course requirement)  
Public, community, and nonprofit organizations are perceived to be lagging behind for-profit enterprises in innovativeness. Meanwhile, social challenges they are expected to tackle are increasing in scale and complexity, challenging their traditional ways of getting things done. To remain relevant and effective, pioneering organizations from various sectors, industries, and countries have been innovating with promising outcomes. This course intends to help students learn examples of such innovations and their methods. While the course predominantly focuses on organizational level (since organizations are a medium through which we get most things done), this course equally applies to individual, institutional, and policy levels. Moreover, the course can help you jumpstart your leadership training by providing knowledge as well as practical analytical and decision making tools and skills applicable in wide range of problem solving.

#### DPPG 8518

This course will focus on the global women's human rights norms as embodied in legal instruments such as CEDAW (Convention on the Elimination of Discrimination against Women) and the Beijing Platform for Action. We will explore the process of their formulation, how women's rights were placed on the global agenda, and the level of acceptance of international policy and global norms by state parties. We will then move to women's human rights policies and their implementation in national and local contexts. We will investigate how cultural and religious norms complement and/or contradict global norms on women's rights. We will explore different rights, such as the right to be free from violence of all forms, and the role of men. We will also explore different areas of Development such as Refugees and Migration, Sex Trafficking, Political Participation and Democratization. Finally, we will learn and apply advocacy tools to advance women's rights. Thus, this course will investigate the policy process from agenda setting to implementation at global and local levels.

#### DPPG 8519

Every student of policy and management will benefit from better understanding organizational perspective given that organizations are a medium through which we get most things done. The tools, skills, and knowledge learned in this course can make you more strategic and effective in proposing and implementing policies, programs, and projects. Moreover, the course can help you jumpstart your leadership training by providing practical analytical and decision making tools applicable in wide range of problem solving.

In this course you will study how organizations operate by focusing on key organizational management dimensions and functions. You will conduct weekly analysis, diagnosis, and problem solving exercises focusing on one organizational management dimension at a time for the organization you are familiar with. In the end of the course you will compile your weekly briefs into an organizational assessment report that can be shared with that entity.

While this course primarily focuses on public organizations, readings and exercises will be provided on management of nonprofit and private organizations as well so that students can better understand their differences and commonalities and draw practical inferences.

#### DPPG 8520

Trade theories and policies are studied, building from microeconomic principles and using a range of techniques, from rigorous economic modeling to simulations and role playing games. Topics include an analysis of the gains from free trade and the effects of barriers to trade such as tariffs, quotas, subsidies, and other instruments of commercial policy. Institutional frameworks for international trade – including regional trade agreements and the World Trade Organization – are also addressed.

#### DPPG 8521

In this course, students will learn to recognize the predisposing factors of a financial crisis and policy options for optimal financial crisis management by looking at historical case studies. But first, we will look at how the ForEx market works, who are the different players, how are typical transactions structured, different exchange rate regimes (e.g. pegs, crawling bands, free floats, monetary union), factors influencing exchange rate determination, balance of payments, and sovereign debt sustainability. In the second half of the semester, we will parse multiple financial crises from both emerging markets and OECD economies. In addition to readings related to cases, students will also have regular reading assignments of current events. Learning how to discuss and explain monetary topics, and using economic jargon in an appropriate fashion, requires regular practice. It is similar to learning a foreign language, which is why readings should be done in a timely fashion.

#### DPPG 8523

As a part of the policy wraparound course progression, a maximum of 35 MIIS and Middlebury students will deploy to two research sites, Nepal and Peru, over the 2015 J-Term. Each student team will collect data and carry out field research related to key policy research questions during approximately three and a half weeks during January 2015.

These linked practica are closely integrated with the Field Methods course (IPSG 8609) offered during the Fall 2015 semester. In the Field Methods course, students apply policy-research concepts learned in the Field Methods and the earlier Policy and Data Analysis (IPSG 8500) courses to the design of a country-specific, client specified field-research project, which they will carry out in these J-Term practica (participants in these research practica are entirely drawn from the participants in the Field Methods course). Students returning from the three experiences may enroll in a follow-up course during the Spring 2015 semester -- Advanced Topics in Policy Analysis -- in which they will learn data-analytical techniques to be used in analyzing the data they collected from the three sites, and they will collaborate in the elaboration of final research deliverables.

#### DPPG 8529: Development: Theories and Practices

This course introduces students to the field of International Development as well as the key ideas, major debates and politics that inform its theoretical and practical boundaries. The first section of the course covers the theoretical debates around the intricate connections between economic, social and political development. The remaining sections discuss specific issue areas, such as globalization, human rights, human security, gender equity, and ideas of sustainable development. The purpose of this course is to provide students with a general and critical understanding of the field of International Development and an opportunity to begin to narrow down their own interests. It is organized by in-class discussions and the screening of documentary films with a strong focus on alternative approaches and social justice. As it is a course geared towards future practitioners and policy experts in development, the key assignments are focused on acquiring strong analytical tools accompanied by persuasion and influencing skills.

#### DPPG 8530

This course provides an introduction to budgeting, accounting and financial analysis. Students will also gain an understanding of how governmental and nongovernmental organizations manage their finances. Topics to be covered include financial reporting; cash management; financial controls; and standards of financial integrity. Special attention will be given to an examination of how the budgeting process influences overall organizational performance. Students will also learn basic accounting concepts as well as financial information presentation and retrieval skills.

#### DPPG 8533

This 1-unit course introduces participants a variety of evaluation approaches appropriate to public sector and nongovernmental organizations. Key issues include: uses of evaluation; the framing of evaluation meta-questions by project stage; indicator selection; the evaluation of project logic and project designs; and, the use of tools to strengthen evaluation design. Students will engage in lecture, discussion and in-class problem solving.

#### DPPG 8534

This course explores a series of pathways for achieving organizational sustainability. Consideration will be given to how organizational practices, procedures and systems (including

those related to budgeting, resource generation, resource management, and marketing) influence long-term organizational viability. We will focus on creating business models that contribute to mission achievement and sustainability for organizations that work in complex environments. The use of managerial performance metrics in relation to organizational sustainability will also be explored.

#### DPPG 8535

Mediation is one tool for an impartial third party to assist others to constructively address conflict. In this hands-on workshop, mediation will be described, underlying principals explored, and skills needed for mediation practiced. Role-plays will be incorporated into the work to practice active listening, distinguishing positions from interests, reframing, and formulating open-ended questions. Culture and emotions of not only the parties but also of the mediator play important roles in the course of the mediation process. To develop self-knowledge and facilitate personal growth, workshop participants will explore their cultural and emotional intelligence; reflecting on their strengths and opportunities for growth; and developing an action plan for improving their competencies within the context of conflict management and resolution. We will also explore personal conflict orientations and biases – knowledge essential to assuming an effective role as a neutral party. To further link theory and practice, theories helpful to understanding mediation and related psychological processes will be presented. This workshop is relevant to professional work in the conflict resolution field.

#### DPPG 8536

This workshop—combining lecture, case studies and significant group work—is designed to examine the key preconditions of success in effective ‘people development’ within the concept of human resource management (HRM) of social change organizations. Special attention will be given to HR processes that yield improved organizational results through highly capable, motivated and accountable personnel, as well as organizational commitment and systems that provide an enabling, productive work environment. The workshop will explore the following key themes: alignment between personnel and organizational objectives (for development SCOs); employee incentives and theories and practices of employee motivation and development; supervision and talent management; employee recruitment, selection and retention; and evaluation and performance management.

#### DPPG 8541

Organizational capacity development is considered a cornerstone of all sustainable development strategies. It entails enabling major development actors (e.g., civil society organizations, government entities, networks, and partnerships) to acquire and act on new knowledge and skills as well as to adopt new forms of interaction and reflection. Capacity development initiatives have traditionally focused on training and short-term technical assistance. Through a systematic introduction of tools and frameworks, we will present and critique the major capacity development paradigms over the last 30 years. The focus of the course, however, is the creation of new tools that support the most cutting edge thinking in capacity development. We will examine capacity development as behavior change and lead a “design lab” to create a comprehensive capacity development support approach (with associated tools) that reflects an ecosystems-based theory of change. Course activities will be packaged, with the participation of students, for online consumption by local development practitioners. Prior to our first meeting,

students will be expected to complete a small individual assignment that includes readings and application of content to a real world problem.

#### DPPG 8542

Communication skills are of particular relevance to Development Practice and Policy (DPP) students who intend to work in diverse intercultural settings to promote social change for social justice. We believe that communication is the center point of what constitutes development (defined as furthering social justice). The communications field has traditionally been understood as public relations and marketing but in this course, we focus on identity, perceptions, listening and advocacy dimensions and how our internal landscape affects how we act, speak and listen in intercultural contexts. Many projects have failed because development has simply been understood as imitation of more developed countries and transfer of information and knowledge leading to desired changes in behavior. In this sense, communication becomes purely instrumental. It has become clear that we must pay attention to the process and intent of the communication between the varied stakeholders: the donors, recipients, government representatives, community leaders, and people who live in those communities. Thus, we would like to define communication for development as the use of communication processes, techniques and media to help people toward a full awareness of their situation and their options for change, to resolve conflicts, to work towards consensus, to help people plan actions for change and sustainable development.

International aid agencies are now calling more and more for the kinds of ‘soft skills’ that help aid workers enter new communities, to come across as human beings who are self-aware and present, who listen before talking or telling, who are also aware that communication is much more than just ‘verbal’. A central premise of this course is that communication is a whole-body experience and that it involves a dynamic and fluid interchange between a person’s internal and external environments. A second premise is that when we naturally connect with ourselves, we connect better with others and truly share practical wisdom and insights. Drawing from the Intercultural Communication literature and from the literature on ‘Whole Body Intelligence, as well as case studies drawn from both development agencies’ experiences and alumni working in the field, we will investigate how we ‘arrive’ in a new community, how we use our voice, how we listen, and how we use space. We will examine how understanding our nervous system helps us deal with conflict. We will explore our own perceptions and biases as development workers, how projections may lead to ‘othering’ and to conflict. We will investigate how the languages we employ shape the way we communicate. We will focus on our own identities, as well as how others perceive us and how identity interplays with power. We will study different modes of communication: verbal and nonverbal, as well as virtual. Art and food traditions will also be explored as significant avenues of communication, enhancing intercultural values and dialogue.

#### DPPG 8559

In this course, students will work on the assessment of Sprintensive, the Development Practice and Policy program’s educational pilot program funded by the Fund for Innovation. This semester, students will work as a team to conduct a comprehensive review of the existing research on a number of issues that relate to Sprintensive, including: graduate educational innovation, cohort-based learning, and intensive learning formats, among other related areas.

Students will also learn how to format and present such reviews for client audiences. Students interested in education and/or evaluation are encouraged to enroll.

#### DPPG 8548

This class will engage students in a deep review of the tools and frameworks that constitute the foundation of many capacity development strategies. Students must be concurrently enrolled in DPPG 8541. In this class, we will produce ancillary materials (print or digital) that can supplement and extend the instructional videos that are produced in DPPG 8541. The course objective is to gain greater insight and proficiency with the capacity development strategies presented in DPPG 8541.

#### DPPG 8549

##### Social Asset Mapping: Monterey

MIIS and CSUMB are partnering on a contract with the City Council of Monterey. The contract calls for CSUMB to conduct a hard asset mapping of the city, and MIIS to undertake a social asset mapping. Together, the two products will serve to inform the city's next strategic plan. In this course, students will learn the discipline of social asset mapping, and undertake primary research with Monterey community members, organizations, and leaders. Students will produce a report and be required to present results in front of City Council members.

#### DPPG 8551

The course is designed to introduce students to the complex subject of Economic Development, its terms, tools, and theories, as well as the policies designed to stimulate it and the pitfalls waiting to trap the unwary policymaker. Its complexity derives from defining economic development as the intersection of economic, political, and social dimensions and their evolution over time, within a specific geographic and historical context. The course will address the technical, ideological and sociological implications of the "process of economic development" in both more and less developed economies around the world.

#### DPPG 8560

This course will introduce students to migration as an object of policy studies, various aspects of migration as a social phenomenon, and policies designed to encourage, discourage, or otherwise affect the flow of people within and between countries. Among the issues to be addressed are: economic-development aspects of migration; human trafficking and relevant policy; gender and migration; public health issues associated with migration; demography-development link; migration as a factor in international relations; terrorism & border control issues relative to migration; refugee issues and policy; and the integration of migrants at destination. The course will also introduce students to international laws and other norms and frameworks dealing with migration and migrants, as well as to international organizations and non-governmental organizations actively involved with migration issues. Illustrative examples of problems of migration, migrants, and policy responses will be drawn from various countries and regions of the world. Students will begin developing skills in analyzing demographic, social, economic, and political factors in the migration process; dynamics of and policy responses to forced migration, the effectiveness of legal and policy instruments to regulate migration, and national and human security implications of migration.

#### DPPG 8567

This course will provide an overview of several commonly utilized strategies for improving the health and nutrition behaviors of target beneficiaries in public health programs throughout the developing world. Case examples will be drawn from Project Concern International's work in behavior change communication (BCC) at household and community level in Africa, Asia and Latin America to illustrate how these strategies are designed and implemented on the ground. Strategies covered will include the BEHAVE Framework, Doer/Non-Doer Analysis, Trials of Improved Practices, Positive Deviance/Hearth, Community-led Total Sanitation, and Participatory Rural Appraisal, among others.

#### DPPG 8565

This course introduces students to the skills and concepts at the core of a dynamic and rapidly developing interdisciplinary field. Network analytic tools focus on the relationships between nodes (e.g., individuals, groups, organizations, countries, etc.). We analyze these relationships to uncover or predict a variety of important factors (e.g., the potential or importance of various actors, organizational vulnerabilities, potential subgroups, the need for redundancy, social and economic ties, growth within a network, ...). Although the security field has received the greatest amount of recent attention (covert or terrorist networks), these tools can offer valuable insight into a variety of disciplines. The combination of – often stunning – visual analytic techniques with more quantitative measures accounts for much of the increasing worldwide popularity of this field.

#### Course Objectives

At the end of the semester, students will be able to:

Explain and apply a number of the concepts that underpin network analysis Apply concepts such as centrality, brokerage, equivalence and diffusion to network data Critically evaluate structures and substructures within a network Perform a variety of approaches to clustering and cohesion to networks Analyze networks using a variety of software packages

#### DPPG 8568

Stories are an integral part of human life; they inform people's emotional lives and are a cultural and social expression for societies around the world. Stories can reflect and help individuals and communities to examine their values, stereotypes and prejudices. The ability to tell stories can be empowering for marginalized communities by giving them the space to tell the truth and to put on record their demand for justice. For communities in conflict, stories often serve as an opportunity to deal with their past and as a platform to raise awareness about their suffering. As much as telling stories is natural to humans, storytelling skills to improve communication and listening can be learned. When storytelling is effective, it functions as a creative tool to transform conflicts while providing a voice to those who are voiceless. In this class, students will learn to use stories (telling, listening and developing) to build greater understanding and respect among individuals and communities in conflict and thus lay the foundations for effective change – social, cultural, institutional and political.

#### DPPG 8571

This course trains participants in the process of developing a proposal, from strategy to writing, toward generating funding for international assistance projects. It asks the core question: what



are key elements of proposal development processes in competitive bids for international development funding? In it, students will examine real, existing proposals prepared largely by non-governmental organizations pursuing grants, but also by for-profit development companies bidding on contracts. Proposal writing will be addressed from a strategic perspective—i.e. understanding where funding is (e.g. USAID, foundations, EC) today, and how to position a concept in a competitive environment. Visual presentation skills, charts, budgets, and narrative writing skills will be important. Students will put themselves in the shoes of program development officers soliciting funding in responses to RFAs, RFPs, framework agreements, or other leads with donor organizations.

#### DPPG 8576

Drawing from the fields of entrepreneurship, management, and innovation; this workshop presents a sound framework and practical tools to facilitate the design, implementation, and scale of pattern-breaking, impactful business models that address pressing development priorities. By deconstructing successful business models applied by leading nonprofit organizations, social ventures, and service providers, students will identify the key components, enabling factors, and crucial interrelationships that make a business model cost-effective, impactful, scalable, and sustainable. The following topics will be discussed during the workshop:

- Value in the development sector: creation, delivery, and scale
- The Programmatic puzzle: Theory of change, strategy, business plans, project management, and business models
- Business Models: underpinnings, building blocks, and typology
- Unbundling thriving business models for social change
- Critical success factors and metrics
- Building pattern-breaking business models

Using participatory techniques and a hands-on approach, the workshop will provide ample space for discussion and interaction to facilitate the introduction of key concepts and to leverage on participants' experience. The workshop methodology will also include case studies, readings, and presentations. Participants, working in groups, will have the opportunity to apply business model concepts to a new or ongoing social change initiative.

#### DPPG 8579

The rise of China over the last two decades is one of the most significant events that shape trade and economic development, and geopolitics. Its implications on worldly issues from global and regional peace and security to the sustainability of the environment are profound. The China factor is an amalgamation of dynamic, complex and interactive forces that appear as problems, puzzles or challenges. This course aims to provide an orientation for students to understand those forces, especially those related to the major stakeholders and their evolving relationships, policies and game rules, and collective behaviors. The orientation is grounded in both Chinese historical and cultural legacies and the contexts of China's state building, modernization and globalization.

This course provides graduates with a broad introduction to Contemporary China's political, economic, and strategic challenges. The course covers a wide array of topics in primarily three areas: trade, foreign policy and development challenges. More specifically, the topics include

Chinese imperial legacies and revolution, contemporary political institutions and policy making processes, the opening of China and its reforms and their resulting challenges, China's role in global peace and development, its relations with U.S., Russia and the other Asian powers and the other powers of the world powers, and the mainland-Taiwan relation, China's trade and investment policy before and during the reform era, the Chinese economic regime and policy making process, China's industrial policy and national standard strategy, and China's environmental and energy challenges and sustainable development.

This course will be wrapped around by an optional immersive professional portion of summer field research projects in two sites of China (Beijing and Kunming) in summer 2016. This will be a multi-term curricular sequence on studying Chinese politics, foreign policy and development challenges. It is aimed at robustly deepening the participating students' understanding and appreciation of Chinese politics and economy. It will also develop participants' professional skill set through experiential learning.

#### DPPG 8587

##### Religion and Conflict: Opportunities for Peace-building in the Public Sphere

Why do so many of the world's most intractable conflicts seem to involve religion? Is religion a help or a hindrance to the development of global and local peace? This three day workshop, divided into six modules, will focus on case studies of inter-religious conflicts and the particular approaches and methods needed to resolve them.

#### DPPG 8593

Policy Writing is an intensive workshop created to present the basics for writing common policy documents for both academic and professional endeavors. This intensive workshop will provide you with the foundation to continue your own work in the classroom this term and next, and in your careers. In order to promote your effectiveness as a communicator via writing, you will be called upon to participate in various activities that require critical analysis of current problems and policy issues. This will include group collaboration on topics, problem solving, and informal presentations of your group and individual processes. You will also be required to participate in discussions, peer review sessions, and serious self-critique.

It is my explicit aim to help you become better writers by providing you with skills and models to use in your own developing processes. By the end of the workshop, you should possess a greater understanding of how to write some basic documents required of policy students and professionals. You should also feel comfortable forming and expressing your viewpoints on different policy matters, and considering multiple and diverse viewpoints regarding current topics.

#### DPPG 8599

The concept of "human security" was first introduced in the 1994 Human Development Report by the United Nations Development Program. It has since attracted growing attention in the academic and policy communities around the world. The concept has also become part of official policy in some countries, including Japan and Canada. In contrast to the traditional concept of "national security" with its focus on the security of the state against military threats, "human security" emphasizes the protection of individual citizens' security not only from war and other

forms of physical violence but also from threats of a political, economic, social, cultural, and environmental nature. At the most fundamental level, "human security" is defined as "freedom from fear" and "freedom from want," but beyond that there are competing approaches to it, as well as critical challenges to it both as a concept and as a guide for national or international policy.

This course will critically examine:

- (1) "human security" as a concept;
- (2) opportunities and challenges in translating the concept into policy"; and
- (3) case studies of human security problems and policies from around the world.

#### DPPG 8607

This hands-on course focuses on analysis of qualitative data. "Qualitative data", refers to interview, focus group, written reports and visual records; hundreds of pages of them. Qualitative data sets will be provided, as there is no time in this short course to engage in primary data collection. Our entire focus will be on a) deciding how to interrogate the data (what is it you wish to know, demonstrate, reveal, test?), b) developing code books and coding, c) inter-coder reliability, and d) a wide variety of analytical approaches you can use, once you have qualitative data reduced and organized.

This course emphasizes the importance of learning-through-doing, making mistakes, and collaborative analysis (qualitative inquiry is almost always improved through collaboration). Your final product will be a written analysis that summarizes your findings.

#### DPPG 8609

This course is the first in a series of three steps that provides the instruction and experience in conducting and analyzing field research as part of a dedicated research team. Anyone planning to run or collaborate in a field research project would benefit from the opportunity to take part in a functioning research team.

The Fieldwork course follows Introduction to Policy and Data Analysis and focuses on preparing the tools that will be used in the field to gather information that is relevant to a particular research program. In each case, groups within this class will work with a client in the country or region to design and train in the use of tools that to address the client's needs.

The course covers the design and construction of surveys, semi-structured interviews, and focus groups, as well as how to design sampling strategies for each. Course participants will design working versions of at least two of these tools and prepare them for use in the field. The tools that come out of this course will be the ones that are used when groups go into the field on their J-Term practica.

#### DPPG 8610

Today, students of almost every social science discipline (conflict studies, development, security studies, and related disciplines), engage in research that involves gathering information from

primary sources. Primary data is what transforms research from an abstract state to a more 'real' relevant body of knowledge. For the research-cum-practice student seeking to get their hands dirty - to experience first-hand the realities that inform theories and concepts - the need to prepare for fieldwork has become a must. How does one conduct oneself when on the ground? How does one represent themselves to people who in effect are sources of data? How does one handle the information gathered and present it to their broader academic and professional community? What role does one's personality, culture, ethics, values play in data gathering and reporting? What does one do in highly emotional and sensitive contexts? How does one observe, analyze and understand the physical, society and cultural aspects of the context in which data is being collected? And most importantly, how does one maneuver the context to achieve the goals of fieldwork without compromising on core pre-determined personal ethics and values.

This course will engage students in a discussion on responsible data gathering. It will highlight the importance of a self-reflective approach in fieldwork where one is prepared to test hypothesis, challenge oneself in the face of new information including being proved wrong. It will also seek to explore how one reconciles personal values, ethics and emotions with fieldwork goals. Students will work through scenarios and have an opportunity to experiment in data gathering and reporting in simulated settings.

This course may be a pre-requisite for J-Term immersive learning courses led by this instructor.

#### DPPG 8614

Seminar: Foreign Policy, Trade & Security East Asia

East Asia is a dynamic region of great importance by virtue of its population size, economic dynamism, and political and security challenges. The impact of the region's international relations is felt not only by the countries geographically located in the region but also by the rest of the world. The region is characterized by diversity in terms of historical, civilizational, and ethno-cultural backgrounds, political systems, levels of economic development, and foreign relations, as well as global impact, making regional relations very complex and sometimes very difficult, for major powers and smaller powers alike. This course will examine a broad range of foreign policy, trade, and security issues that present both opportunities and challenges to the regional countries and the United States. The students will learn first-hand the perspectives of local experts on the regional issues the seminar addresses through guest-lectures, interviews, library research, and discussions with local university students. Visit the East Asia Practicum site for more information <http://sites.miis.edu/eastasia/important-deadlines/>

#### DPPG 8615

Do you have a real life project in mind you would want to tackle using a faculty mentor's help? Do you want to build and/or strengthen your skills and knowledge, ideally by working on a consulting project for an organization of your choice? If yes, the Capstone course is for you. In this course you will be in the driver's seat working on your project, while the faculty will coach you and provide practical skills and tools to help you effectively articulate, design, and implement your project, and communicate your findings to your client. In addition to individualized feedback sessions, faculty will also guide you to right resources for additional relevant skill and knowledge building.

Please check the prereqs:

- Only open for DPP students in 3rd or 4th semesters who are using the course to fulfill their Practicum requirement.
- Students who are planning to enroll in FMS, DPMI+ or IPSS should not enroll in this course. Contact the instructor if requesting exceptions.
- Students may undertake projects individually or in teams (maximum 3 per team), but team justification must be compelling

#### DPPG 8631

This seminar will examine Russia's relations with the East Asian region. Russia's recently declared "pivot" to the east is an indication of the growing importance Moscow attaches to its strategic, political, and economic interests in East Asia, particularly with respect to China, Japan, and South Korea. The seminar will examine the nature of those interests and Moscow's policies to realize those interests. A special feature of this seminar is that a small group of MIIS and Middlebury College students will be selected to take part in a fully funded field research trip to Vladivostok and Khabarovsk in March. The trip will include a series of meetings with: (1) professors, researchers, and students at the Far Eastern Federal University's School of Regional and International Studies in Vladivostok, as well as the Economic Research Institute, Far Eastern Branch of the Russian Academy of Sciences in Khabarovsk; (2) officials of the administrations of the Khabarovsk and Primorye regions; and (3) journalists and nongovernmental organization representatives in Vladivostok and Khabarovsk. Upon return the students will write a research paper based on these meetings. The other students who are not selected to participate in the field research will also write a research paper on a topic approved by the instructor.

#### DPPG 8632

In this course students will explore the mutually reinforcing relationships between theory, research and practice. They will map, review and connect the major theories they have studied at MIIS and beyond. They will explore how theories emerge and develop in the scientific community. Through mapping and review of their own research and practice experiences, students will then develop their own theories of practice. By the end of the course, they will be able to present a portfolio of their informed approach to some of the global challenges, which they hope to tackle as they step into the 'real' world.

Students may take this class only in their last semester at MIIS.

#### DPPG 8633

Development: Global Actors, Norms and Policies

The recent US Presidential campaigns brought to light a basic question. In this age of globalization, how dependent is the United States (and any country) on global institutions and collaboration to solve problems that affect their citizens? Can a country really go it alone? Are there truly global problems that can't be solved by a single country?

This course explores the various sectors/issue areas of international development (broadly defined) found in the new Sustainable Development Goals (SDGs) (<https://sustainabledevelopment.un.org/topics>).

Development takes place at the local level but is significantly shaped and managed at the global level. Development sectors/issue areas addressed include public health, rule of law, access to justice, refugees, violence and conflict, corruption, poverty, climate change, gender equality, global finance, human rights, and others (there are 17 SDGs and 167 specific targets being addressed by the full range of actors, from local NGOs to international government organizations such as the UN Development Program –UNDP).).

Key questions addressed in the course are: What is a global problem? Who are the actors at the global level? What are the norms that influence national behavior? Which governments do/do not comply with these norms and why? Which development sectors are more “globally governed” than others? How do development issues get on the global agenda? The course also addresses the role of international governmental organizations (IGOs)- their structure, influence, level of autonomy, etc.(e.g., World Bank, UN Development Program, etc.) The main course requirement is a group assessment of a development sector/problem of the group’s choosing, using the concepts introduced in the course. Guest speakers will appear from the various development sectors/issue areas. Each student is required to give several oral presentations throughout the course.

For first or second semester students, this course serves as an introduction to the substance of development work and can help narrow your career focus. For third and fourth semester students, the course is an opportunity to research in depth a development issue related to your selected career path.

#### DPPG 8634

The international community through a United Nations process has established a set of consensus Sustainable Development Goals (SDGs) to be reached by 2030. The specific targets for SDG16 will be addressed in this course. Sustainable Development Goal 16

<https://sustainabledevelopment.un.org/sdg16>

The overall goal of SDG16 is to Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Specific targets include:

- 16.1 Significantly reduce all forms of violence and related death rates everywhere
- 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children
- 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all
- 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime
- 16.5 Substantially reduce corruption and bribery in all their forms
- 16.6 Develop effective, accountable and transparent institutions at all levels
- 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels
- 16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9 By 2030, provide legal identity for all, including birth registration

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime

16.b Promote and enforce non-discriminatory laws and policies for sustainable development

#### DPPG 8637

This 2-credit, 2-weekend course introduces participants to a variety of tools and methodologies for participatory needs assessment in the context of poverty. The goal of this course is to develop and apply the fundamental needs and assets assessment skills necessary for a career in international development. International aid agencies are now calling more and more for the kinds of ‘soft skills’ that help aid workers enter new communities, to come across as human beings who are self-aware and present, flexible and creative, who listen before talking or telling, and who understand that communication is much more than just ‘verbal’.

The following topics will be covered:

- 1) An overview of Poverty, Social Change, Participation, and Asset-Based Development (including the importance of an Asset-Based approach in sustainable development; types of assets, including social capital);
- 2) An overview of participatory methods, tools, techniques and strategies applied in Asset Based Development activities. We will focus on how external facilitators interact with local participants and other stakeholder groups employing appropriate soft skills, which include the more traditional needs assessment tools, such as priority ranking, mapping, seasonal calendar, as well as somatic tools for effective communication in intercultural contexts.

#### DPPG 8643

In this seminar, we first examine our own identities in a reflective and critical way. Why are some identities complementary to each other, while others are contradictory? Why are some identities repressed or redefined? In the second section of the course, we investigate the social construction of identities. How do we construct the ‘other’? Under what circumstances does the ‘other’ become the enemy? We discuss nation building in this context as one group’s power over others in defining the national identity, its myths, history, language and other defining characteristics. How does nation building empower particular ethnic, religious, racial groups in this process at the expense of others? Where is the balance between maintaining cultural diversity and group rights, at the same time creating a state which erases group privileges in order to promote individual rights and ‘citizens’ whose primary loyalty is to the ‘nation’? The third and final section of the course focuses on the problems related to the recognition of multiculturalism. We analyze policies on language, religion, culture, and ethnicity in specific countries with the aim of discovering the conditions that promote multiculturalism.

#### DPPG 8644

This seminar introduces participants to a variety of evaluation approaches appropriate to public sector and nongovernmental organizations engaged in social change, poverty alleviation, education, health and development work. Key issues include: uses of evaluation; alternative

evaluation methodologies; evaluation as the process of testing hypotheses about linkages and causality; evaluating for sustainability; stakeholder identification; participatory approaches to evaluation; cross-cultural perspectives on evaluation; funding of evaluation; and, the role of organizational leadership and management in evaluation. Seminar participants review and critique evaluations of development assistance projects sponsored by bilateral, multilateral, and nongovernmental organizations. Additionally, they develop original evaluation designs that allow them to apply critical seminar concepts to a real-life project.

#### DPPG 8647

The United States and Mexico share one of the longest borders in the world; they also have one of the most complex bilateral relationships yet, it is one that is not always understood and explored adequately. In this seminar students will be exposed to the key historical events that have shaped the present relationship. They will explore the similarities and differences of a relationship that makes it one of the toughest to manage. Students will explore the key aspects that make up a bilateral agenda that can be considered one of the most challenging in international policy: An uneasy past, constant immigration pressures, drug trafficking, trade issues, environmental problems and new security challenges.

#### DPPG 8648

Does a global order require global governance regimes and institutions? Can the world be effectively governed? Is justice a legitimate concern of global governance? This course identifies the critical issues of global economic and environmental governance in a highly interdependent world and formulates policy responses to them. Free trade, financial stability, development and climate Change mitigation are the paradigmatic cases for what economists term “externality”, thus raising the need for coordination of governmental actions at the global, or supra-national level. International economic and climate policy coordination is widely seen as fostering economic growth and sustainable development of its member states. Yet the benefits and burdens are often unevenly distributed within states.

This seminar will examine the politics of global economic and environmental governance, focusing on how global norms, rules and formal international institutions facilitate cooperation and mitigate conflict in the world economy. Our broader objective is to attain a sufficient level of historical and contemporary knowledge of global economic and environmental governance to be fully versant in current policy debates and to provide critical analyses of the relevance, legitimacy and effectiveness of these global institutions today.

The course is divided into four sections. The first section introduces to the various concepts, major theories and approaches to global governance. The second section analyzes the core architectural elements of the current system of global economic and environmental governance, including the WTO, IMF, World Bank and UNFCCC. In section III, we will build a nexus between trade, finance, development aid and environment as these issues have fundamental impact on global sustainable development. The concluding section examines the emerging trend of the nexus of economic and environment that will reshape current patterns in global governance.

#### DPPG 8661



The link between trade (and other aspects of globalization) and development is crucial to understanding the positions of developing countries towards trade liberalization and globalization in general and the Doha Round of WTO negotiations in particular. We will take a broad view of both trade and development, beginning with consensus definitions, then reviewing and critiquing expert analysis of these important interactions. You will be exposed to different viewpoints and different country cases, then encouraged to choose your own path in a very contentious field for your own case study. An overarching theme of the class is how to capture potential gains from trade, labor, and capital movements without a loss of sovereignty, social institutions, and cultural heritage.

#### DPPG 8663

We will closely read Thomas Piketty's major 2013 publication *Capital in the 21st Century* as a framework for understanding the economics of inequality in this seminar course. We will develop key concepts for measuring and monitoring economic inequality. We will explore the mechanisms linking inequality and economic development, answering questions like the following: how does inequality change over the course of economic change and development? how does inequality hinder economic development? What kinds of public policies influence the evolution of inequality? We will draw upon a variety of secondary data sources to analyze inequality in the US and comparative international contexts. The principal deliverable for the course will involve primary data collection and analysis related to inequality in the local Monterey context.

While there are no specific prerequisites for this course, we will develop quantitative tools and concepts. Intensive and collaborative group work will be a key component of our course work. This course satisfies both the "economics" and "development paradigms" basket requirements of the two Development Practice & Policy degrees (MA IPD, MPA).

The 4-unit version is the only version that will meet either the economic or the seminar requirement. Students can use this course to satisfy either of these two requirements, but not both.

#### DPPG 8673

This class builds on *Data Analysis for Public Policy* and covers advanced topics commonly used in very diverse areas of policy analysis, specifically data reduction techniques (factor analysis) and non-linear models (logistic regression). The course also includes minor sections on data manipulation, formatting of raw data (flat, text files); databases; and proprietary data formats.

#### DPPG 8675

##### WHY?

The course is designed to complete a full-cycle experience of research applied to policy processes, from conceptualization and design to effective deliverables. The sequence starts with the foundations offered in the Fall class, and continues with the field work in J-term. The Spring class delves deeper into the same relevant policy issues from the Fall and J-term, seeking to close the cycle with a report to stakeholders. While this report is not expected to be the final word on a complex policy issue, it should be more relevant and useful than could have been accomplished without the field research component.

## WHAT?

- The main themes of the Spring class are additional theoretical/conceptual topics in design and policy analysis, as well as specific tools. Please keep in mind that not all tools will be applicable to all, or even perhaps any, of the specific projects chosen, but may be vital to future policy-relevant research and writing in your academic and professional careers.
- Hands-on analysis of the specific projects conducted in J-term, including further refining hypotheses to be tested, bolstering understanding of background materials and context, strengthening argumentation, analyzing data (from surveys, interviews, and/or other sources), and interjecting research findings effectively into the policymaking process.

## HOW?

The hallmark of this class is the intersection of theoretical discussions (covering aspects of policy analysis and research methods, economic development and its measurement, data analysis and effective data presentation, etc.) and the practical imperative of the specific projects, carried over from the first two classes. Student's ownership of their topics supports a creative environment, assisted by the full faculty team, in which students can produce high-level reports worthy of inclusion in their professional portfolios. Teams will continue their analysis of concrete policy issues in El Salvador, Monterey, and Peru, although the range of research and policy analysis skills and techniques taught will not be limited to those directly applicable to all of these projects. Final deliverables must satisfy your "client," who may not be one of the course instructors.

## DPPG 8682

There is growing acceptance to the argument that alienation of non-state armed groups does not bring an end to violence. A question being increasingly asked by third party interveners, policy makers/ analysts and scholars is: 'how to effectively engage with such groups?' 'Understanding' groups is the first step when attempting to intervene in the conflict. In order to do, one must examine the leadership of the group. This is central to any political analysis. The leader and the nature of leadership creates and to a large extent influences every other aspect of the group such as ideology, goals, leadership, structure, culture and commitment. Students will examine the nature of leadership in one non-state armed group and comment on the implications for those choosing to engage with that particular group. Specifically, the students will research on: (1) Profile and Personality of the Leader/s; Origins of Leadership (2) Type of Leadership (3) Source of Power (4) Maintaining Authority and Control/Ensuring Follower Compliance and Commitment (5) Dealing with threats, change and Crisis Management (6) Negotiating with Leadership/Group - Implications for Practitioners, Policy Makers and Scholars.

## DPPG 8686

This course is entirely practical field work. The prerequisite for this course is previous coursework at MIIS on program design, monitoring and evaluation-(DME) (at least one credit). Admission to the program is by instructor permission. It is a 4 credit course. This course is for those students who have determined that their proposed career trajectory requires the skills required to design, monitor and evaluate a program. The final deliverable is "resumé-able."

It begins with a brief refresher on the basic elements of program design, monitoring and evaluation (DME), to include the logic model, theory of change, developing indicators for activities, outputs and outcomes, and integrating the concepts of social justice, complexity and systems thinking into DME.

The course participants will be formed into small teams to conduct an actual evaluation of a program designed to change a social condition. Previous evaluations have been conducted on a violence prevention program in Chicago and a food security program for Afghan Refugees run by the International Rescue Committee (IRC) in Sacramento. Every project will likely involve multi-day fieldwork at the site of the evaluation. This is not an online exercise. The final deliverable is a report to the client organization with the primary goal of determining if their program “worked,” that is, change occurred as a result of the program. In some cases the program will be an “experiment” and the purpose of the evaluation is to assist the organization in their planning to scale up the program. Should the program fail to achieve the desired outcomes, it will be the task of the MIIS team to inform the organization of process and implementation failures that need to be improved.

May satisfy the DPP requirement for a SEMINAR; or, an Evaluation Course; or, Practicum (for second year students); or, elective. May not satisfy more than one of these basket requirements.

#### DPPG 9510

This course is designed to provide the student with a basic knowledge of current issues of cybersecurity and international efforts to create international norms and agreements in cyberspace. The course will initially cover fundamental technical aspects of cyberspace in order to provide the student with a basic overview and vocabulary of technical issues. Cybercrime, cybersecurity, and various aspects of cyberwarfare will also be considered. The international aspects of these various cyber issues will be examined in the context of existing international law and prospective international agreements that states may agree to in order to control issues such as cybercrime and cyberespionage.

#### DPPG 9517

Jammu-Kashmir Simulation: Developed and facilitated by faculty and staff of the Army War College, this weekend long simulation takes the form of a strategic-level negotiation exercise at an internationally sanctioned peace conference. The conference has been called to break the long-standing conflict in Jammu-Kashmir. Participants role-play members of a diplomatic mission on one of seven negotiation delegations invited to the conference. The teams are charged by their governments with negotiating a solution advantageous to their national interests. Each team is mentored by a member of the university faculty, an invited regional subject matter expert, or a retired U.S. Ambassador. Exercise play is open-ended, run by the participants themselves without injects or predetermined outcomes – the situations are complex enough on their own merits to drive the exercise.

The immersion allows students to experience:

- Regional Situation Analysis
- Negotiation Techniques
- Strategic Thinking

- Leadership
- Planning and Evaluation
- Decision Making
- Team Building
- Time Management

A novel aspect of the simulation is that it will include students from Stanford, the Naval Postgraduate School, and CSUMB.

#### DPPG 9531

The purpose of the course is to give students an understanding of how and why governments and businesses interact across a wide spectrum of situations and issues. The course will examine how the structures, environments, interests, agendas and constituencies of businesses and governments shape their relationships and drive outcomes. This course takes a holistic approach to business-government relations. It is meant to give students an understanding of the major issues within which government and businesses (both U.S. and non-U.S.) interact most intensely and frequently so they can be more successful when they find themselves working at the intersection of those issues. Advocacy and lobbying are part of this, but not the only part of it.

Businesses' interactions with governments represent a major source of potential risk. Knowing how to effectively manage government relations, no matter what the context, is a critical component of corporate risk management and mitigation.

#### DPPG 9550

There are some 28 definitions of cyberspace, nearly all of which involve some form of digital networks. Digital networks are essential to the conduct of humanitarian operations. Such operations fall into three broad categories: (1) Preparations to improve humanitarian environments, such as capacity building, developing community and individual resilience, and conflict avoidance; (2) crisis activities, including disaster relief (domestic and foreign) and conflict resolution; (3) long term humanitarian activities, such as humanitarian assistance, peacekeeping operations, support to refugees and internally displaced persons, setting conditions for elections and return to civilian government, and foreign aid. The ability to disrupt, or support, such activities through cyber means also raises important policy, ethical and moral questions, as well as issues of International Humanitarian Law—what is humanitarian assistance to one party may be strategic war material to another. Digital humanitarians also may be at personal risk from cyberattack, as may their relatives in some countries. These topics are more wide-ranging than many realize and show the importance of the “humanitarian side of cyber” topic.

#### DPPG 9533

The course aims to introduce students to perspectives and debates relevant to understanding the relationship between education and development (economic, political, social, etc.) and the politics of education development, with a focus on less developed countries. Students will examine international education initiatives (e.g., the Sustainable Development Goals, the Education for All goals, Poverty Reduction Strategies) and the work of multilateral (e.g., UNESCO, UNICEF, World Bank), bilateral (e.g., USAID, DFID) and international non-

governmental organizations (e.g., Save the Children, Plan International, others), including debates on aid modalities in education development.

#### DPPG 9562

This course probes the sustainability dilemmas of the global mining industry, including water risk and rights, energy use and climate change, human rights, financial instability due to commodity pricing cycles, and the sharing of economic benefits from the mining process. The focus of the class is on metal and minerals mining, with a strong emphasis on copper and gold. It will spotlight Latin America, where mining projects have generated both large revenue streams and intense conflicts between global mining companies and local communities, mostly around water use and pollution. This class is research and writing-intensive: the primary deliverable is a case study of the sustainability challenges of a mining project in Latin America.

This class is a pre-requisite for students interested in applying for the 2016 Complex Global Problems Research Fellowship.

#### DPPG 9615

Many in the U.S. experience race in much of their social, political and economic interactions. While conversations about race are taking place at various levels and through different forums, it is just not enough. And the ones that are the loudest in demanding that we not only bring these conversations more to the forefront but that we also develop tools to deal with race related conflicts are students and academics in educational institutions, especially those of higher learning.

Middlebury Institute of International Studies at Monterey (MIIS) is no exception. There are calls for acknowledgment of explicit and implicit racial bias in academic life and the need for deeper conversations about diversity on campus.

In order to encourage more sensitivity and develop better competency in dealing with race-related issues, the Center for Conflict Studies (CCS) has launched the program “Allies at MIIS”. The program invites students interested in being trained to become an ‘Ally for Racial Equity’. As an ally, the student participant will undergo a couple of sensitivity training sessions, will engage in research related to the topic of racial equity, engage with peers on campus and will present their work to the broader MIIS community through a variety of forums.

#### DPPG 9621

This course begins with an introduction to financial crime, beginning with traditional money laundering schemes, and then delves more deeply into financial crimes related to trade and investment, such as false trade invoicing, the black market “peso” exchange, the use of high value metals, and sanctions circumvention. Prevailing\* laws, regulations and best practices will be reviewed. Students will look at a few case studies and learn how to spot “red flag” indicators, and conduct a simulation in class. This will require critical thinking. Students will also complete a take-home exercise involving visual presentation skills requiring the ability to convey a complex crime schematically.

This course is designed for students who hope to become financial crime specialists, or merely gain fundamental knowledge of financial crime risks and regulations. This expertise is useful for careers in public or private sector compliance, investigative analysis, trade finance, and security/intelligence.

#### DPPG 9663

The purpose of this course is to develop advanced economic skills applied to development and resource issues in the world's oceans and coasts. The course will focus heavily on analytical and data-driven techniques that can help illuminate the costs and benefits of various policies in the ocean and coastal zones, using a variety of metrics, and incorporating environmental and social values. The course will be divided into two parts: Market economics and coastal planning with Prof. DePaolis and non-market economics with Prof. Scorse.

Student participation in both of these sections will be high, involving many in-class assignments, lab sessions, and extended discussions. Students will be expected to engage in original data collection, analysis, and research. This is an intensive course geared for people who want to pursue careers in marine-related fields, although the topics are more broadly applicable to a range of conservation and development-related careers.

GIS is recommended.

#### DPPG 9676

##### Fighting Corruption: PEPs, FCPA & UNCAC

Corruption is a widespread problem that affects both political and economic development throughout the world. This course will look at how corrupt politicians and corporations seem to steal with relative impunity and what mechanisms are available to address and solve this problem. Specific areas of focus include: understanding what is meant by corruption and politically exposed persons ("PEPs"), understanding how offshore secret financial havens work, becoming familiar with enhanced legislative efforts with extraterritorial reach like the Foreign Corrupt Practices Act (FCPA) and the UK Bribery Act, understanding efforts that are underway to recover and return stolen assets, becoming familiar with state-sponsored efforts to address petty corruption, and understanding how organizations can protect themselves from running afoul of new laws designed to prevent corruption.

By the end of the course students will be able confidently claim that they understand compliance with the FCPA and the UK Bribery Act, the asset recovery process (Chapter V of the UN Convention against Corruption), and the risks of working with politically-exposed persons (PEPs).

#### DPPG 9686

Frequent negotiations between governments, international organizations, companies, and other nongovernmental actors are central in specifying what globalization and global governance mean for people. But what happens in these negotiations? What determines their outcomes? Could the negotiators do better? This seminar concentrates on this ubiquitous process of international negotiation over economic and other issues and helps students launch original research on this subject. This course is designed to help improve your skill as a negotiator, while you learn more

about bargaining theory in the context of global political economy. It offers a conceptual framework to help you diagnose most bargaining situations. It begins simply and adds complications one at a time. You will develop a feel for the process by dissecting what professionals did in historical episodes--economic, environmental, and military-political--and by watching experienced negotiators and mediators on tape. You will practice applying these ideas by negotiating with other students through in-class simulation.

## **ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES**

### **EAPP 8330**

This course provides students with strategies for improving their reading skills as well as understanding academic and professional rhetoric. Students will critique various texts and speeches, as well as create their own persuasive speeches and debates.

### **EAPP 8380**

The aim of this course is to help you become a more seasoned writer, thinker, and communicator in the business world. In this course, you will analyze the rhetorical conventions of business discourse, learn strategies for tailoring your message to your audience, and revise your work in order to produce finely-tuned business documents such as letters, reports, and e-mail correspondence.

### **EAPP 8385**

EAPP 8385 is a course open to international students interested in honing their English skills while learning about key intercultural concepts and integrating these tools into their repertoire. Students will study and research cultural issues of race, religion, language, and power in the United States while reflecting on these issues in their native cultures. Students can expect to work on their speaking and listening skills through formal presentations and informal engagements (interviews and discussions) inside and outside the classroom. In addition, reading and writing skills will be developed through weekly reading response journals requiring summary and critical analysis skills. A final project allows an autobiographical, multimedia approach to the topic of identity and culture. This format is designed to increase our exposure to multiple ideas and perspectives.

### **EAPP 8394**

Editing Writing is a course in structural, stylistic, and copy-editing which will help you develop the necessary tools to revise and edit your own writing. We will use short papers from this class and longer papers from your other classes to sharpen your editing skills.

### **EAPP 8456**

EAPP 8456 Advanced Rhetoric and Genre is a course designed to hone your research and writing skills in order to create fluid and interesting prose appropriate for the graduate level. The course is open to qualified international students. The content of the course will include a series of short essays, a genre presentation, and a final research paper that may be prepared in conjunction with another course.

The primary goals of this course are as follows:

- Developing critical reading skills,
- Learning how to correctly write and research an academic paper,
- Understanding how to blend sources without losing your own voice
- Introducing ways to document sources correctly using APA/Chicago format to avoid plagiarism,
- Understanding and implementing the characteristics of good writing into our own writing,
- Working on pre-writing skills such as brainstorming and outlining,
- Learning how to narrow and choose appropriate topics,
- Interacting with others through in-class discussion and writings on Moodle to facilitate critical analysis and peer review

#### EAPP 8475

This course is designed to equip you with the skills and confidence to deliver professional and articulate speeches in English. You will deliver informative, persuasive, panel, training, and commemorative presentations to prepare you for the wide range of speech styles you may encounter in your professions. Consistent practice, analysis of award-winning speeches, and detailed feedback on your performance will provide you with ample opportunity to improve your public speaking skills.

#### EAPP 8494

Navigating the Process: Advanced Strategies in Rewriting is a course in rewriting, editing and proofreading available to all qualified international students. The course concentrates on giving non-native speakers of English the necessary tools to edit their own writing. We will use short in- class writing and papers from other classes to sharpen our editing skills.

Students can expect to ...

- learn the strengths and weaknesses in their own writing;
- increase knowledge and understanding of academic English usage;
- enrich style and expression; punctuate correctly;
- write more cohesively (and coherently);
- use transitions more effectively;
- reduce redundancy;
- research and teach a grammar point;
- work in small groups;
- and give and receive written feedback.

## EDUCATION

#### EDUC 8500

Provides an overview of language teaching and learning principles from both historic and current perspectives. Illustrates application of teaching principles through practical examples.

#### EDUC 8505

Develops skills in classroom observation and an understanding of observation as a fundamental professional development and research activity.



#### EDUC 8510

Introduces social science research design, descriptive and analytic procedures, basic statistics, and their application to research on language learning and teaching.

#### EDUC 8520

Explores areas of theory research and practice that have a bearing on curriculum and syllabus design. Leads students to develop their own curriculum design projects.

Prerequisites: Principles and Practices of Language Teaching.

#### EDUC 8540

Considers issues in language assessment including reliability, validity, test bias, and authenticity. Examines differences and similarities among placement, proficiency, achievement, aptitude, and performance testing. Explores alternative evaluation procedures. Prepares students to evaluate tests and to develop original language tests. Prerequisites: Language Analysis and Educational Research Methods.

#### EDUC 8560

Survey theories and research in first and second language composition. Explores various types of written texts and discusses means of responding effectively to student writing.

#### EDUC 8562

Books/Materials:

Required: Hedgcock, J., & Ferris, D. (2009). Teaching readers of English: Students, texts, and contexts. New York, NY: Routledge.

Recommended: No texts/materials recommended

Prices may vary - check multiple resources

#### EDUC 8570

Corpus linguistics uses computer-assisted techniques and large electronic collections of texts (written or transcribed spoken) to investigate how people use language in different settings. Corpus techniques are helpful for language teaching because they allow you to help students learn vocabulary and grammar that is appropriate for different contexts, rather than focusing just on what is grammatical or ungrammatical. If you have ever felt frustrated telling a learner “That’s not really wrong, but it just doesn’t sound right to me,” corpus linguistics is likely to appeal to you. If you’re concerned about adjusting what you teach so students are prepared for academic reading and writing, or casual speech, or an ESP area, corpus linguistics will definitely be useful. In addition, corpus linguistics lends itself well to methods of teaching that develop learner autonomy. Plus, for anyone who gets a kick out of seeing what people do with language, corpus investigations can be just plain fun.

This intensive weekend course will be a fast way to get to know basic tools and skills that you will then be able to extend on your own. We’ll cover the why, what, and how of five specific areas:

- Analyzing a corpus (e.g. What are useful questions to investigate? What corpus is appropriate? How can you or students make sense of an overwhelming number of results? How can you or students make accurate generalizations but not overgeneralize?)
- Supplementing a textbook with corpus investigations (e.g. What textbook information is useful to check in a corpus? How can you decide what is important to add? How can you get examples that are representative? How can you judge corpus-based or corpus-informed textbooks?)
- Designing materials from a corpus (e.g. How traditional or unusual should your materials look? When should students be doing their own corpus searches and how can you guide them? How can you balance the difficulty of the materials and the level of the students? )
- Making your own corpus of learner texts or for a specific context (e.g. What do you need to compile? How do you format texts? Do you need to add any special coding? How big is big enough?)
- Available corpora and tools (e.g. What corpora represent World Englishes, English as a Lingua Franca, translation, and languages other than English? What tools are available and how much do they cost? Where can you go in the future to keep up with corpus developments?)

We will work together with examples in English, but you are welcome to try searches or do projects with other languages (as long as you have access to a corpus). We will use some free internet sites and a free software package that has Windows, Mac and Linux versions.

Prep before the weekend: A few background readings (with a practical, applied orientation) and discussion questions to think about. Software downloading.

Project after the weekend: A small materials development project that incorporates corpus linguistics techniques. You can use a publicly available corpus or compile your own. Your materials can supplement a textbook lesson or fill another need you have identified for a group of learners. I will get the projects and send you feedback electronically.

#### EDUC 8578

This seminar will focus on the possibilities and pitfalls of using mobile devices in the language classroom, and in an individual's own language-learning process. Our technological focus will be primarily the cell phone, but many of the applications available for mobile phone are designed to work on tablets as well. The focus of the course is less to learn specific applications, as new applications will have emerged by the time you graduate from MIIS. Rather the class will be aimed at helping teachers think through what stages of the language acquisition and language teaching process are most amenable to incorporating mobile phones, and how to mitigate the breakdowns and inequalities that technology use introduces into learning ecosystems.

#### EDUC 8584

This 1-unit elective will explore the theory and practice of personal and collaborative professional development for teachers, enabling participants to develop an individualized, specific approach to lifelong reflection, growth and enrichment. The conceptual framework will include: metacognitive strategies, Communities of Practice, Rogerian listening, peer coaching, Contemplative Pedagogy, emotional intelligence, Pedagogies of Liberation and Vulnerability, and exploratory practice. A specific tool to be mastered and deployed will be the MIIS version

(see Shaw and Cole 2012) of Julian Edge's system of collaborative development (known as the Speaker-Understander model).

#### EDUC 8661

Provides language teachers with the skills and knowledge necessary to meet the challenges of supervision. Examines current models of, and research on, language teacher supervision. Students practice observing teachers and conducting post-observation conferences, developing their ability to provide professional feedback, differentiate between evaluative and developmental supervision, and examine the variables related to working with teachers in a variety of specific contexts.

#### EDUC 8670

The Practicum Capstone combines reflective practice and professional development in preparing students for a career in language education. Participants integrate theory, research, and conceptual foundations into a coherent and well-informed approach to planning and executing lessons. They also incorporate these three components when developing and deploying instructional materials and assessment instruments. Activities and products prepare participants for entering the language teaching professional and performing admirably therein.

#### Practicum Capstone Student Learning Outcomes (SLOs):

Articulate their approach to language learning and teaching with explicit reference to sound pedagogical principles

Demonstrate their expert knowledge of language, learning, and teaching

Select appropriate materials for effective language instruction

Plan productive instructional units and lessons to maximize second language learning in all skill areas

Assess student learning meaningfully using a range of formative and summative tools

Reflect critically on their teaching practice in order to build on their strengths and address areas for improvement

## **FRONTIER MARKET SCOUTS**

#### FMSC 8608

This workshop provides an overview of the current universe of systems of environmental, social and governance ratings (ESG ratings and analytics), including the ones commonly used in impact investing such as GIIRS. They are compared with the commercial financial rating systems and associated business models. The common challenges to both the ESG and commercial financial ratings and analytics are highlighted with a view to understand the complexity of such efforts within the growing impact space to enable greater involvement by mainstream financial participants and stores of capital. This workshop offers participants an opportunity to brainstorm potential solutions, share the visions for a new system and the ecosystem to install and implement such a system, and explore the roles of Frontier Market Scouts in the development of such a system. Scouts will also walk through the development of Impact Venture Profiles during their time in the field to assist in the above effort, facilitate appropriate and sustainable data

capture of social ventures working with their counterparts, and provide for a final case deliverable for their FMS participation.

#### FMSC 8620

This course will address how to create a well-diversified impact investment portfolio that is tailored to the risk tolerance and goals of an individual or institutional investor. We will start by reviewing the historical characteristics of different types of investments, and what modern portfolio theory tells us about the benefits of combining distinct asset classes. Next we will explore risk tolerance, with students having the opportunity to complete an online self-assessment, and interview others about their goals, social impact preferences, and risk tolerance. This will lead into a discussion of setting asset allocation targets, investing for impact in public and private markets, and resources available to impact investors.

Using some of these resources, students will work in groups to research investments, build custom portfolios, and share their process and conclusions with the class. The instructor will share his experience working in this field and building a values-based business, and will also present information on industry trends/outlook. We will conclude with open-ended Q&A about impact investing.

#### FMSC 8622

This course focuses on key challenges and methods in scaling a social enterprise from seed-stage to growth. We will highlight the differences in scalable business models, and discuss the operational stages and capital needs of growing businesses. In addition, we will evaluate unit economics and the unique challenges of scaling. Finally, we will discuss the importance of scaling sectors along with firms. Through case studies and in-class group activities the class will explore the process of scaling start-ups.

#### FMSC 8644

Social entrepreneurship and impact investing are tools that use business to solve the world's social problems. The two-day course, "Introduction to Social Enterprise and Impact Investing," will outline for students how an industry that uses markets to address social problems developed, popularized, and turned into an industry. Using interactive case studies, students will learn how to think through the opportunities and challenges facing social ventures through the perspectives of both an investor and an entrepreneur. Students will also gain familiarity with the landscape of enterprises in emerging markets, as well as the active impact investors in the space.

#### FMSC 8650

Pre-req: completion of FMS training program, and acquisition of FMS Fellowship placement. To sign up for MBAG 8650, contact Assistant Dean Toni Thomas and complete capstone project outline.

DPP students interested in using the FMS experience to meet DPP Practicum requirements should register via the DPP Independent Practicum. Please contact your academic advisor for instructions.

The Frontier Market Scouts Fellowship Research Project is one of the Fisher MBA Capstone Program options, also known as the FMS Capstone. It is a project-based course designed specifically for those MBA candidates who are enrolled in the Frontier Market Scouts Fellowship Program and choose to leverage the in-field experience with their FMS placement to achieve the learning goals set by the Fisher MBA Capstone Program. Upon successful completion of the FMS Capstone under the guidance of the academic director, students will fulfill the capstone requirements and earn six academic credits toward the MBA degree.

The FMS Capstone projects are set in collaboration with the Center for Social Impact Learning (CSIL), which aims to advance understanding about the nature of social impact ventures, their environment, organizational behavior and performance, and their externalities, as a way of making significant contributions to the growing impact investing sector. The FMS placements, managed under CSIL, allow the capstone students intimate access to the operations of a social venture, the management, and the ecosystem that may cause the rise or fall of the venture. Each FMS Capstone student is responsible for completing a study of at least one social venture that is related to the FMS placement, so as to help CSIL realize its vision. The student may also complete a comparative study of multiple ventures depending on the nature of the FMS field assignment and/or availability of other FMS Capstone students to collaborate with.

While CSIL is in charge of the FMS placement for the FMS Capstone students, the capstone projects are under the supervision of MBA faculty. The students are expected to assume the responsibility of coordinating with both the CSIL staff and MBA faculty for project related activities and scheduling.

FMSC 9650

Pre-req: completion of FMS training program, and acquisition of FMS Fellowship placement. To sign up for MBAG 8650, contact Professor Yuwei Shi.

DPP students interested in using the FMS experience to meet DPP Practicum requirements should register via the DPPG 8615 Practicum Project (4 credits) OR DPPG 8616 Independent Practicum (4 or 6 credits). Please contact your academic advisor for instructions.

## FRENCH

FRLA 8210

In this course, we will seek to describe, and to think critically about, contemporary issues affecting democracy as it is put into practice throughout the Western world. In order to come to terms with these issues, we will seek to ground our understanding of democratic practices in various cultural, social, political, and scientific contexts. Topics to be discussed may include, but are not limited to, the following:

- national security and the question of digital surveillance technologies
- human migrations and the question of border control
- terrorism
- national identity as concerns cultural institutions of various kinds
- environmental justice

- economic policy
- digital data creation and cybersecurity

#### FRLA 8215

By “francophonie” is usually meant the entirety of the institutions, nations and social groups for which French is a principle language of, for example, administration, education, everyday social situations, etc. Yet this rather abstract definition elides the particular historical and contemporary relationships (cultural, social, political, among many others) that make up de facto the French-speaking world. In this course, we will discuss some of these relationships (in terms, for example, of colonialism and its aftermath, the question of national identity, etc.) in order to understand better the ever-evolving nature of la francophonie. Because the course will be conducted in French, students will at the same time be introduced to the specific language skills required for discussing this complex question. Media both linguistic and non-linguistic will be employed to prompt students to reflect upon, and discuss, the nature of the francophone world, but also to help them improve their proficiency in French more generally.

#### FRLA 8249

In recent years European identity has found itself in crisis. A former vision of the Continent as peaceful, prosperous, and integrated has given way to harsh and seemingly intractable realities: economic instability, burgeoning nationalisms, the rise of the far-right, humanitarian disasters, terrorism, an aggressive Russia, etc. This course wishes to interrogate the various phenomena (cultural, social, political) that have led to fissures in European solidarity, and to ask what European identity amounts to today. In addition, the course seeks to introduce students to the French language skills necessary to understand and discuss the stakes of European identity. Through in-class discussion of the relevant issues as presented through various media (both linguistic and non-linguistic) students will progress in their ability to think critically about European identity, and will improve their proficiency in French more generally.

#### Course requirements

1. Continuous and creative oral participation
2. Four vocabulary tests
3. 3 to 5 written compositions (approx. 1 page in length)
4. Final presentation (to be done with a partner)

#### Recommended language proficiency

Intermediate Low to Intermediate Mid (per the ACTFL Proficiency Guidelines) + placement by professor + conversation with professor + strong motivation and discipline

#### FRLA 8282

It is often said that we live in an increasingly connected world where barriers of various kinds – cultural, economic, technological, etc. – are disintegrating. At the same time, our world has arguably never been so divided. Why have developments often associated with globalization, which is to say, developments intended to dissolve superficial differences and bring together the world’s myriad communities, been accompanied by seemingly intractable conflicts? In an age of global unity, why have a number of radical ideologies emerged that seem opposed to the collapsing of socio-politico-cultural difference? In this course we will tackle these and other

related questions with an eye toward understanding radicalism(s) in the contemporary world. Moreover, as the class is conducted in French, students will develop a practical linguistic toolbox allowing them to discuss issues relevant to radicalism today, while improving their French proficiency more generally.

#### FRLA 8320

The objective of this course is to inform students about issues in contemporary France, and also to improve their skills in oral and written communication. The course will deal with the following issues:

1. France and Europe: the geography of France, Paris and the urban life, the regions and provinces, languages spoken in France, the European union.
2. The political life: the French Republic, the State, the political parties and elections.

In addition to the readings from the book *La France Contemporaine* 4th edition by Edmiston and Duménil (Heinle Cengage Learning, 2009), students will watch news from the French TV stations France 2 or TV5 and will do research using the internet, newspapers, and periodicals available at the MIIS library.

Students will practice using the lexicon and structures relevant to their professional objectives. They will have short oral presentations and writing assignments in which they will review the lexicon and grammatical structures encountered in the readings. The course will also include the review of grammar points that pose difficulties for non-native speakers.

Working in groups of 2, students will prepare an oral presentation on a contemporary topic not covered in class.

The level of French required for this course is about the equivalent of four semesters of college French. Students should be able to communicate their ideas clearly both orally and in writing.

#### FRLA 8341

In this course, we seek to pose the following questions: What is secularism? Why has it traditionally been an important value for Western democracy in principle and in practice? How does secularism manifest itself at the level of culture? What exactly is the relationship between culture and secularism? Why in recent decades has secularism become a point of controversy in Western democracies? What does this controversy have to say about the nature of relations between the Western world and its socio-politico-cultural others? In what ways does the controversy surrounding secularism problematize Western identity? In engaging with these content-related issues, we also seek to reinforce the French language skills necessary for discussing the contemporary stakes of secularism in the West. This will be done through readings, in-class discussions, and presentations of the relevant issues. Students will have the opportunity to explore these issues through various media, both linguistic and non-linguistic, as well as via reflections on their own personal histories. They will thus progress in their ability to think critically about issues related to secularism, culture, and identity, while improving their proficiency in French more generally.

Course requirements.

1. Continuous and creative oral participation.
2. 4 vocabulary tests.
3. 2 written compositions (approx. 5-7 pages in length) and regular participation in online discussion forums on Canvas.
4. Final presentation .

Required language proficiency.

“Intermediate High” to “Advanced Low” (per the ACTFL Proficiency Guidelines) + placement by professor + conversation with professor + strong motivation and discipline.FRLA 8249  
European Identity/Identities

Please note that this class meets 6 hours each week for 4 credits. You must attend all sessions, including the Friday session, to receive 4 credits.

FRLA 8281 -Democracy and Social Change–

Please note that this class meets 6 hours each week for 4 credits. You must attend all sessions, including the Friday session, to receive 4 credits.

Democracy can be thought as a type of meaningful negotiation among the parts to produce a coherent yet dynamic whole (Rancière, 1995). It is essentially up for debate, in a basic sense. In FRLA 8281 (“Democracy and Social Change”), we seek to describe the nature of that negotiation or debate by studying contemporary democratic practices as they are instantiated culturally, socially, and politically. We also seek to understand how the debate or negotiation that is essential to democracy opens up the possibility for dynamic social change. At the heart of our discussions will be the following questions: How to define the demos, that is to say the people, of democracy? If, according to Aristotle, democracy is the political constitution in which “all alike share equally in the government” (1291b), what is the nature of this sharing, this being equal? If we accept the claim that “only under [the democratic constitution] do men participate in liberty” (1317a-b), what is the relationship between equality and liberty? Between equality and representation? Between equality and critical moments of social change? Just as important, the course will introduce students to the French language skills needed in order to understand and discuss these concepts (the people, equality, representation, etc.), while improving their proficiency more generally.

Course requirements

1. Regular and creative in-class participation 35%
2. Compositions (3) 20%
3. Vocabulary quizzes (2) 20%
4. Final Presentation 15%
5. Portfolio 10%

Recommended language proficiency: Intermediate Mid (per the ACTFL Proficiency Guidelines) + placement by professor + conversation with professor + strong motivation and discipline.

FRLA 8310

This course aims at informing students about contemporary France. It will also aim at improving students’ oral and written competencies in French. This course is linguistically accessible.



Readings are mostly from the chapters of the sole required book. The readings are approximately 15 pages a week, divided in segments of two. The course will be looking at the following issues:

1. Social life: family and sexuality, work and leisure, social welfare.
2. Cultural life: religions, immigration and education.
3. Information and technology: media, technology and trade.

Besides the readings from the book: Edmiston & Duménil, *La France Contemporaine*, 4th edition. (Heinle Cengage Learning, 2009), students will watch the news from TV5 or France24 and search the internet for supplementary information. Furthermore, a student will be chosen each day to summarize a one-page article from the editorial page of *Le Monde*; an exercise that will allow students to be up-to date with French life. [www.lemonde.fr](http://www.lemonde.fr)

Students will practice the lexicon and structures that are related to their professional goals through class discussions and readings.

There will be a grammar component on structures that may be problematic to most of the students.

This class will focus mostly on improving speaking, reading and listening skills. The writing component of language acquisition will weigh less than other skills.

The level of French proficiency recommended is Intermediate Low to Intermediate Mid on the ACTFL language proficiency scale. <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english>

#### FRLA 8377

During weeks 1-2, this class examines the concepts of conflict, violence, and security as they apply to our age. During weeks 3-10, we study the role of unequal distribution of and access to water, land (international land acquisitions), agriculture and food in fostering insecurity and conflict. Students choose the topics / types of resources and conflicts that they want to cover during weeks 11-15. In addition to linguistic development and knowledge of topic, we also seek to develop key professional skills such as technical reading, social presentation of self, public speaking, debating skills and group management. This is an excellent introductory or bridge class at an intermediate level for 1st semester students who wish to progressively hone their language and analytical skills.

Emphasis is on aural, oral and reading proficiency development, and to a lesser extent, writing skills in French. The level of French proficiency recommended is Advanced Low to Advanced Mid on the ACFTL language proficiency scale. Students at the Intermediate High level may be accepted (after interview with me) if they are very motivated and have a strong work discipline. <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english>

#### FRLA 8442

## Energy, Climate Change and Security

This class is structured in 4 complementary modules. First we study how the international scientific consensus on climate change (CC) is developed. We look closely at the IPCC role, organization, workings, and findings; and also consider other authoritative sources and scientific bodies that complement the IPCC's findings. Then we study what natural sciences (climatology, cryosphere studies, limnology, scientific ecology and Earth sciences, etc.) say about the mechanisms and scale of climate change. Then we consider the multiple, inter-acting implications of climate change for various forms of security: national, human, environmental, and ecological. And finally we move more into the applied social sciences: we study the obstacles to CC communication and action, and propose various strategies to communicate, mobilize and act, including a new energy policy.

### Required work:

1. Sustained level of source reading and weekly preparations and commentary (with one lighter week every 4-5 weeks)
2. One 4-5 page essay on a topic of your choice (3 drafts with abundant feedback, only the last one is graded)
3. One professional presentation (with pre-presentation "dos and donts" analysis and post-presentation individual feedback on performance)
4. Two exams on vocabulary and concepts (which we carefully prepare in class ahead of time)
5. Two "open sessions" where students choose topics, activities, format and their role (with professor as silent partner and collective debrief afterward)

Recommended language proficiency: minimum Advanced Mid, preferably Advanced High, level on the ACTF proficiency scale

## FRLA 8483

This course will be first an analysis of the democratic experience of independent African countries (around 1950s). Then, specific examples will be isolated and studied in detail.

The course will look at a group of countries that share the same colonial heritage. The success or failure to sustain democracy is without a doubt a key factor in the stability (or lack) of some countries.

In the area of security, we will look at themes such as civils conflicts and peace building, poverty and resilience, corruption, migrations (brain drain), remnant of authoritarianism, etc.

## **INTERCULTURAL COMPETENCE**

## ICCO 8512

### Power & Identities in Intercultural Contexts

Power and privilege are relative. Individuals hold multiple, complex, and crosscutting identities and group memberships that confer relative privilege or disadvantage differently in different contexts (Collins, 1990). Derald Wing Sue posits that identity is not simply additive but

multiplicative (Wing, 2003). To grow as competent global leaders, those preparing for or in careers that cross cultures, will benefit from a deep understanding of multiplicative identities and how power is negotiated within and without the boundaries of those identities.

To build intercultural competence, and succeed in intercultural communication, negotiations, and transnational business, tomorrow's leaders will want to form a deep understanding of theories of culture, power, identity, & groups. Such theoretical foundations can facilitate a deep knowledge of intersectionality, power negotiations, improve skills in successfully building mutuality, and gain deep personal insights & critical reflective practice regarding attitudes, biases, and assumptions.

Upon examining these topics orchestrated in the integrative approach, learners will be equipped to contextualize and switch cultural frames, create mutuality despite power differentiation, and critically observe, reflect, and interpret cultural, image, media, & ethnographic literacy to resolve complex global dilemmas and confidently hone competence in intercultural communication.

#### ICCO 8514

Introduction to Intercultural Competence addresses the theory and practice of working and living in cultures other than your own, and focuses on cultural preparation and competency building to engage successfully with diverse cultures. The content of this course identifies a variety of ways for individuals to be more successful in working with diverse groups – both in the U.S. and outside of the U.S. The course is also intended to assist graduate students to develop an awareness of intercultural sensitivity and recognize its value, gain specific intercultural competencies to be more effective in the workplace, and enable students to better understand their own culture and ethnic background so they can understand others at a more meaningful level.

#### ICCO 8515

##### Exploring Intercultural Identity: An Ethnographic Approach

This course will illuminate key dimensions of identity by introducing intercultural theories and divergent values, behaviors and worldviews. Students will gain a greater understanding of the cross-cultural lenses of difference by discussing leading research in the field, engaging in case studies, exercises and group discussions and by applying central ethnographic methods to better understand the self and diversity at-large. Students will be encouraged to consider how active listening, observation and effective interviewing techniques facilitate our understanding of others whose values and attitudes may be contrary to our own. This seminar is designed for participants seeking heightened awareness of personal identity and effective tools of intercultural understanding and communication.

##### Learning Outcomes

By the course's end, students will be better equipped to:

- Comprehend key intercultural theories and dimensions that define various cultural orientations.
- Employ ethnographic methods in gathering and analyzing information, and create culturally-appropriate strategies to enhance communication.
- Approach cross-cultural challenges with confidence and with an effective toolbox of management strategies.

- Grasp the value of reflection, open-mindedness, listening and critical thinking skills.
- Communicate more effectively, and empathize with others from diverse backgrounds.

#### ICCO 8516

The desire for trust is a constant across cultures. In any setting, a person must know how to create a trusting environment to increase creativity, productivity and morale. The decision to trust is influenced by one's cultural norms, values and other life experiences which in turn, impact how people behave in organizations or groups. The behaviors of trust across cultures, driven by the desire to trust or be trusted, can be similar, contrary and many places in between. This class exposes students to intercultural and organizational theories, research, and the instructor's 20+ years of experience with dozens of global teams in high tech, automobile, big pharma, oil & gas, entertainment, and retail industries.

#### ICCO 8520

Why do global & multicultural teams struggle and most often fail? Why does performance drop once the honeymoon of team development/team formation is over? What are the factors of successful culturally competent and diverse teams? What leadership style is appropriate when managing/leading globally diverse teams? What is your role as a team member on such a diverse team? How would you manage multicultural team members from China, India, Brazil, Russia, Kenya and the US? Why is it so hard to get things done when such a diverse team is working together? Whose responsibility is to step up when conflict emerges in a diverse team? What is the greatest challenge of a leader managing such team? Could one's behavior be a contributing factor in such situation/s? How can you or your team achieve their desired goals? How could such diverse teams outperform homogenous team? Are you up for the challenge of working within or perhaps managing a global team? Why not join this workshop and find out how?

#### ICCO 8560

The workshop is a comprehensive, hands-on introduction on how to design intercultural training programs and gain the knowledge needed to design and deliver cross cultural awareness programs within organizations - whether they are educational, governmental, not-for-profit or for-profit. This workshop is designed for anyone working in domestic or global settings. Designing any training program requires specific sequencing, skills and techniques. Participants will learn methodologies of cross-cultural training design, how to analyze an audience, structure and deliver an effective cross-cultural training program. Students will have the opportunity to learn practical skills immediately applicable and increase their cross-cultural training capabilities. By learning these skills, students will expand their toolbox and become a greater asset to any organization.

#### ICCO 8561

How does culture impact peoples' values, beliefs, and assumptions surrounding leadership? What if our values, beliefs, and assumptions about leadership differ from those we are leading or who are leading us? How can we operate effectively, appropriately, and authentically in such culturally complex situations? How can we adapt our leadership to the cultural context while remaining authentic and retaining our own morals? How can we harness diversity as a strength and strategy for powerful and creative leadership? These are all questions we will explore in this course, which focuses on developing leadership from the inside out – learning to take leadership

of ourselves in the face of ambiguity, change, and challenging circumstances and people (hallmarks of an intercultural experience).

#### ICCO 8570

This course examines the social, cultural and linguistic factors that play a role in how intercultural communication is accomplished in multilingual/ multicultural settings and will enable students to gain the knowledge and tools needed for effective participation in multilingual/multicultural communication. The course is designed for students in all programs (T&I, business, policy, and TESOL/TFL), who will find themselves interacting with people across varied linguistic and cultural backgrounds .

The goals of this course are to:

- (1) gain the knowledge needed to understand and interact effectively in multilingual/multicultural settings. This includes knowledge about social, cultural, and linguistic factors in terms of how they interact with each other and how they affect and are affected by interactions in multilingual/multicultural settings;
- (2) develop an understanding of the roles linguistic and cultural attitudes play in interactions across multilingual and multicultural settings and how they influence the success of such interactions;
- (3) develop the awareness needed to successfully participate in multilingual/multicultural interactions. This addresses not only the knowledge and attitudes discussed above but also how communication/interaction is structured across cultures and languages, how communication is monitored while in interaction, and what factors support or hinder successful interactions;
- (4) develop "tools" for understanding our own and others' ways of interacting in order to be able to participate effectively in multilingual/multicultural interactions across a range of languages and cultures.

#### ICCO 9511

This course is an introduction to the field of conflict resolution and is intended to provide a solid foundation for further inquiry and application. The course is deliberately very broad and it so designed to facilitate students to pick and choose specific topics they would like to study in-depth in future. This course is both theory and skills based. Theories useful for understanding the root causes, dynamics and the resolution of the conflict (primarily inter-state conflict) will be examined. In the latter half of the course, students will focus on developing skills (primarily negotiation, mediation and facilitation) as third party interveners. Students will be encouraged to find their style of intervention, analyze complex conflict situations, develop intervention strategies and suggest methods and processes for implementing agreements reached.

#### ICCO 9385

EAPP 8385 is a course open to international students interested in honing their English skills while learning about key intercultural concepts and integrating these tools into their repertoire. Students will study and research cultural issues of race, religion, language, and power in the United States while reflecting on these issues in their native cultures. Students can expect to work on their speaking and listening skills through formal presentations and informal engagements (interviews and discussions) inside and outside the classroom. In addition, reading and writing skills will be developed through weekly reading response journals requiring summary and critical analysis skills. A final project allows an autobiographical, multimedia

approach to the topic of identity and culture. This format is designed to increase our exposure to multiple ideas and perspectives.

### ICCO 9523

As a part of the policy wraparound course progression, a maximum of 35 MIIS and Middlebury students will deploy to two research sites, Nepal and Peru, over the 2015 J-Term. Each student team will collect data and carry out field research related to key policy research questions during approximately three and a half weeks during January 2015.

These linked practica are closely integrated with the Field Methods course (IPSG 8609) offered during the Fall 2015 semester. In the Field Methods course, students apply policy-research concepts learned in the Field Methods and the earlier Policy and Data Analysis (IPSG 8500) courses to the design of a country-specific, client specified field-research project, which they will carry out in these J-Term practica (participants in these research practica are entirely drawn from the participants in the Field Methods course). Students returning from the three experiences may enroll in a follow-up course during the Spring 2015 semester -- Advanced Topics in Policy Analysis -- in which they will learn data-analytical techniques to be used in analyzing the data they collected from the three sites, and they will collaborate in the elaboration of final research deliverables.

### ICCO 9535

The growing dominance of economic relations among nations requires a keen understanding of economic statecraft. Statecraft is the resolution of conflicts between governments and private parties. An essential skill for economic statecraft is to understand conflict.

To facilitate our exploration of conflict, the course draws from the field of conflict analysis and resolution, a field which seeks to intervene constructively in conflicts. However, constructive intervention demands that we think critically about conflict in order to discern its underlying causes and to understand its dynamics. From such an understanding, you may develop meaningful objectives to address, resolve, or perhaps even transform the conflict into something constructive. Moreover, objectives grounded in a thorough understanding of the conflict should drive the intervention strategy. If the linkage between analytic findings, objectives, and strategy is present, then the likelihood of a constructive outcome increases substantially. The course is designed to help you to think more critically about conflict, providing you with some tools to structure your analysis, shape your intervention objectives, and develop your strategy to achieve those objectives.

This course is inherently multi and interdisciplinary, drawing on conceptual frameworks derived from psychology, sociology, anthropology, international relations, political science, economics, and other social sciences, but also informed by all fields of human inquiry. Students will critically apply theories to seek a better understanding of conflicts, to intervene constructively, and to advance theory and practice related to statecraft.

This course explores a wide range of conflict-related theories. We begin by considering conflict narratives and discourses and our ability to think critically about conflict. Then, we will examine

the major, often overlapping theories at work in the field, loosely categorized as theories of social structure, theories of human nature, and theories of culture and meaning-making.

Theories of human nature and identity – viewing each individual as a unit of analysis; accounting for “what is inside of you” with an emphasis on what lies beneath the conscious level

Theories of social structure – viewing a social institution, typically comprising sustained, hierarchical, and multi-layered relationships, as a unit of analysis; accounting for “what you are inside of” ?

Theories of culture – viewing an epistemological system of meaning-making as a unit of analysis; accounting for “what is inside us” with an emphasis on shared interpretive lenses with which to understand intercultural social phenomenon.

#### ICCO 9542

Communication skills are of particular relevance to Development Practice and Policy (DPP) students who intend to work in diverse intercultural settings to promote social change for social justice. We believe that communication is the center point of what constitutes development (defined as furthering social justice). The communications field has traditionally been understood as public relations and marketing but in this course, we focus on identity, perceptions, listening and advocacy dimensions and how our internal landscape affects how we act, speak and listen in intercultural contexts. Many projects have failed because development has simply been understood as imitation of more developed countries and transfer of information and knowledge leading to desired changes in behavior. In this sense, communication becomes purely instrumental. It has become clear that we must pay attention to the process and intent of the communication between the varied stakeholders: the donors, recipients, government representatives, community leaders, and people who live in those communities. Thus, we would like to define communication for development as the use of communication processes, techniques and media to help people toward a full awareness of their situation and their options for change, to resolve conflicts, to work towards consensus, to help people plan actions for change and sustainable development.

International aid agencies are now calling more and more for the kinds of ‘soft skills’ that help aid workers enter new communities, to come across as human beings who are self-aware and present, who listen before talking or telling, who are also aware that communication is much more than just ‘verbal’. A central premise of this course is that communication is a whole-body experience and that it involves a dynamic and fluid interchange between a person’s internal and external environments. A second premise is that when we naturally connect with ourselves, we connect better with others and truly share practical wisdom and insights. Drawing from the Intercultural Communication literature and from the literature on ‘Whole Body Intelligence, as well as case studies drawn from both development agencies’ experiences and alumni working in the field, we will investigate how we ‘arrive’ in a new community, how we use our voice, how we listen, and how we use space. We will examine how understanding our nervous system helps us deal with conflict. We will explore our own perceptions and biases as development workers, how projections may lead to ‘othering’ and to conflict. We will investigate how the languages we employ shape the way we communicate. We will focus on our own identities, as well as how

others perceive us and how identity interplays with power. We will study different modes of communication: verbal and nonverbal, as well as virtual. Art and food traditions will also be explored as significant avenues of communication, enhancing intercultural values and dialogue.

#### ICCO 9544

This course will focus on the dynamics of crossing cultures. Through readings, discussion, and experiential activities, students will explore the challenges and processes of cultural adaptation. Examples will be drawn from immigrant stories, study abroad, and international business contexts.

#### ICCO 9562

This course will focus on the experiences of people who identify as Bicultural or Multicultural. Through reading first-person accounts, engaging with experiential activities, and studying theories of identity development, the dynamics of biculturalism and multiculturalism will be explored. The course will conclude with recommendations for supporting individuals with bicultural and multicultural identities.

#### ICCO 9568

Stories are an integral part of human life; they inform people's emotional lives and are a cultural and social expression for societies around the world. Stories can reflect and help individuals and communities to examine their values, stereotypes and prejudices. The ability to tell stories can be empowering for marginalized communities by giving them the space to tell the truth and to put on record their demand for justice. For communities in conflict, stories often serve as an opportunity to deal with their past and as a platform to raise awareness about their suffering. As much as telling stories is natural to humans, storytelling skills to improve communication and listening can be learned. When storytelling is effective, it functions as a creative tool to transform conflicts while providing a voice to those who are voiceless. In this class, students will learn to use stories (telling, listening and developing) to build greater understanding and respect among individuals and communities in conflict and thus lay the foundations for effective change – social, cultural, institutional and political.

#### ICCO 9615

Many in the U.S. experience race in much of their social, political and economic interactions. While conversations about race are taking place at various levels and through different forums, it is just not enough. And the ones that are the loudest in demanding that we not only bring these conversations more to the forefront but that we also develop tools to deal with race related conflicts are students and academics in educational institutions, especially those of higher learning.

Middlebury Institute of International Studies at Monterey (MIIS) is no exception. There are calls for acknowledgment of explicit and implicit racial bias in academic life and the need for deeper conversations about diversity on campus.

In order to encourage more sensitivity and develop better competency in dealing with race-related issues, the Center for Conflict Studies (CCS) has launched the program "Allies at MIIS". The program invites students interested in being trained to become an 'Ally for Racial Equity'.



As an ally, the student participant will undergo a couple of sensitivity training sessions, will engage in research related to the topic of racial equity, engage with peers on campus and will present their work to the broader MIIS community through a variety of forums.

ICCO 9686

Credit: course can be taken for no credit or for 4 units on a Pass/Fail basis. A certificate of completion will be awarded to participants who successfully complete all assignments.

Instructor of record: Dr. Beryl Levinger

The program will focus on use and mastery of tools and frameworks that represent “embedded theory.” Tool mastery will prepare participants to foster sustainable development. The tools to be featured in the program are widely used by bilateral and multinational organizations including USAID, the World Bank, and UNDP.

Note: While there may be some content overlap with current DPMI offerings, the examples and projects will all be Rwanda-specific and focused on HIV/AIDS, education or gender.

Students who enroll will be eligible to participate in DPMI8650A (DPMI+). Students who have already completed DPMI 8698 A and/or 8698 B are also eligible to enroll. For students who have previously participated in a DPMI session, this program will allow them to hone their skills further with more elaborate assignments.

## **INTERNATIONAL EDUCATION MANAGEMENT**

IEMG 8500

This foundational course will introduce students to the breadth of the international education field. Course content will emphasize fundamental principles of international education through a focus on seminal literature in the field. Additionally, the course will emphasize exploration of career specializations through interactions with practitioners and individual course assignments.

IEMG 8510

This project-based course provides an opportunity for students to study the stages of program development as well as learn and practice assessment methods. Students put their learning into practice through creation of a program proposal and assessment plan and instruments.

IEMG 8520

This course introduces the fundamental essentials of marketing and recruiting as a managerial process. Students who complete the course will understand how to make decisions as managers in educational organizations responsible for defining and operating recruiting and marketing strategies according to their selected mission. This decision-making process includes understanding how to identify and evaluate target market opportunities, define and articulate a value proposition for an educational service, and develop a promotional strategy that takes into consideration competitors and price sensitivities of the target market.

#### IEMG 8521

Using team collaboration students will address tasks that allow them to grapple with key questions, data, and concepts directly tied to American and International K-8 or K-12 Schools with an English language curriculum. Areas students will address include, accreditation, curriculum, school governance, grade levels, and the nationalities of teachers, staff, and students. Teams will be assigned a school. Each team will develop an understanding of the country, city, and the culture the school is operating in.

#### IEMG 8530

This course offers an introduction to the breadth of educational systems and structures around the world, and the cultural, historical, philosophical, and economic forces that shape these systems. Additional topics to be studied include the effects of globalization on education systems; the role of international organizations and NGOs in the provision of formal and non-formal education; and issues of diversity, access, and inclusion as they manifest internationally.

#### IEMG 8533

The course aims to introduce students to perspectives and debates relevant to understanding the relationship between education and development (economic, political, social, etc.) and the politics of education development, with a focus on less developed countries. Students will examine international education initiatives (e.g., the Sustainable Development Goals, the Education for All goals, Poverty Reduction Strategies) and the work of multilateral (e.g., UNESCO, UNICEF, World Bank), bilateral (e.g., USAID, DFID) and international non-governmental organizations (e.g., Save the Children, Plan International, others), including debates on aid modalities in education development.

#### IEMG 8540

Examining the complexities of staff management in international and multinational contexts, this course will include discussion of job description development, advertisement, selection processes, salary setting and negotiation, ethics, workers' rights, and managing remote teams. Establishing trust, staff motivation, communication skills and leadership styles will also be studied in both organizational and cross-cultural contexts.

#### IEMG 8544

This course will focus on the dynamics of crossing cultures. Through readings, discussion, and experiential activities, students will explore the challenges and processes of cultural adaptation. Examples will be drawn from immigrant stories, study abroad, and international business contexts.

#### IEMG 8550

An introduction to the theory and practice of budgeting and financial management with a focus on educational organizations. The course introduces the student to a broad array of budget issues relevant to successful management of educational organizations. The course will examine the role of the budget manager, primary budget elements, phases of the budget cycle, and interpersonal communication skills necessary for effective budgeting and financial management. The course will use a hybrid format combining on-site and on-line sessions as outlined in the

syllabus. Content will be provided by the textbook and iLearn [Moodle] using lecture and case study methods requiring active student participation in groups.

#### IEMG 8562

This course will focus on the experiences of people who identify as Bicultural or Multicultural. Through reading first-person accounts, engaging with experiential activities, and studying theories of identity development, the dynamics of biculturalism and multiculturalism will be explored. The course will conclude with recommendations for supporting individuals with bicultural and multicultural identities.

#### IEMG 8600

This course examines the role of global and national policies in shaping education. Course topics include among others, the role international organizations play in the global governance of education. National policies of education are examined in the contexts of policy convergence, policy borrowing and lending. Trends in national policies related to education are also explored such as education as a form of soft power, education as a form of trade, and aid for education. The need to balance national policies with international demands and trends are explored.

#### IEMG 8605

This course focuses on the various ways that surveys can be used to collect necessary information for program design, development, and assessment. The course will begin with a discussion of the research process (establishing an area of interest, conducting a literature review, developing research questions, selecting an appropriate research design, data collection, data analysis, sharing of findings, building an argument, identifying implications). After a consideration of the possibilities and limitations associated with surveys, we will discuss the macro- and micro-level details of survey design (organization, question order, question types, word choice) and analysis (qualitative, quantitative). We will also consider online tools for collecting survey data, as well as discuss how survey data can be used in conjunction with other data collection methods. Throughout the course students will have an opportunity to evaluate existing surveys and create their own surveys for particular purposes related to their professional interests and goals.

#### IEMG 8610

Through reading of the literature and extensive interactions with practitioners, students will explore study abroad models, student advising, orientation programs, financial aid issues, challenges of academic credit transfer, benefits of study abroad, faculty-led programs, risk management strategies, institutional partnership establishment, and growth of the work/intern/volunteer abroad sector.

#### IEMG 8612

##### International Scholarship Program Management

At the crossroads of higher education and international development, scholarship programs provide opportunities for outstanding students not readily available at home. An increasing number of these programs expect that students return home to improve their countries. In this course - through class exercises, discussions, and course readings - students will be able to

identify various program structures, critique existing models, and learn the nuts and bolts of administering scholarships.

#### IEMG 8613

This course builds on IEMG 8610 Education Abroad Management (which you must take prior to or concurrently with this course). Advanced Topics in Education Abroad explores weekly topics related to professional competencies in the field of Education Abroad. Students will practice strategic thinking skills needed for leadership roles in the profession.

#### IEMG 8614

This course builds on IEMG 8610 Education Abroad Management (which you must take prior to or concurrently with this course). Advanced Topics in Education Abroad explores weekly topics related to professional competencies in the field of Education Abroad. Students will practice strategic thinking skills needed for leadership roles in the profession.

#### IEMG 8615

This interactive course will present the knowledge, skills and techniques to execute projects effectively and efficiently; on time and in budget. Project management is a strategic competency for organizations, enabling them to tie project results to established goals. The course will include modules on overall project management and processes; teamwork, staff management and communication; tools, systems and technology; scope and time management; and quality management and analysis. Students will design and run simulated projects throughout the course, utilizing techniques demonstrated in class.

#### IEMG 8616

This course provides students with an opportunity to explore issues related to evaluation with the context of girls' education programs and projects. Students will deepen their understanding of evaluation process by analyzing and comparing evaluation reports on girls' education projects as well as RFPs (Requests for Proposals) to better understand the field and the practical challenges facing practitioners today.

#### IEMG 8620

Exploring the role of international student and school services (ISSS) offices in U.S. higher education, this course will explore the research and best practices in relation to orientation programs; academic and social integration of international students, scholars, and their families; ISSS office structures; U.S. visa types and immigrations regulations; restrictions on employment; and the role of the international student and scholar advisor.

#### IEMG 8622 Fostering Diversity and Inclusion with Student Services

Student services professionals are often at the forefront of diversity and inclusion efforts in U.S. higher education. This course provides an overview of student development theories as they relate to fostering diversity and inclusion. Examples and exercises will allow students in this course to examine how all aspects of student services can be approached in order to confront structural inequity and promote positive development for all students.

### IEMG 8625

This course will introduce best practices, codes of conduct, and exemplars for a wide-range of student services including Records, Financial Aid, Admissions/Enrollment Management, Academic Advising, Orientation Programs, Career Services, Health Center, Counseling Center, Residential Life, Student Affairs, Employment Office, Judicial Affairs, Alumni relations, etc. Interactions between these offices and international education offices will be explored.

### IEMG 8630

Focusing on advising roles in international education, this course will teach students communication and advising techniques for use in one-on-one advising sessions. Course materials and discussion will focus on confidentiality and its limits, how to make referrals, responding to students in crisis, and cultural differences in attitudes about counseling. Role play situations will allow students to practice techniques.

### IEMG 8631

This course provides a general overview to the various types of partnerships in which universities engage, including exchanges, research partnerships, and transnational education delivery. Literature from various sources is used to help shape broad definitions of what effective partnerships may be, and service learning literature will be reviewed in order to critically characterize elements of exploitative, transactional, and transformative relationships.

### IEMG 8632

This course will examine how “Citizen Diplomacy,” or people to people exchanges that operate outside traditional diplomatic channels, can be utilized to enhance international education programs. The course will look at best practices in designing, running and evaluating citizen diplomacy programs with relevant case studies and class exercises. Topical areas including English teaching, academic and professional exchanges, homestays, and internships will be explored within the citizen diplomacy context. Readings and discussions on the related fields of public diplomacy and corporate diplomacy/CSR will explore the interplay of government and non-government entities with citizen diplomats.

### IEMG 8633

The course is designed to prepare international educators to respond appropriately, expeditiously, and comprehensively to disasters that befall students and faculty in cross-cultural settings. The course is oriented from the practitioner’s perspective and will cover protocols for on-campus and overseas responses to natural disasters, political turmoil and terrorism, health issues and suicide, missing persons, international financial emergencies, and criminal activity. The importance of considering cultural values and physical realities when conducting risk assessment and designing a crisis management plan is emphasized. Additional topics to explore include the challenges of dealing with the press and social media, caring for crisis survivors, navigating repatriation and legal issues, and the cultural values and assumptions that cloud cases involving relationship violence, sexual harassment, or rape.

### IEMG 8634

Most higher education and non-profit organizations engage in some form of fundraising. Broad annual appeals, event-based drives, major gift solicitation and corporate-foundation grants are

utilized by a wide range of charitable organizations to raise funds. Leaders in this sector must be familiar with advancement structures and operations in order to maximize resources for their organizations. This course will familiarize students with organizational constructs, roles and best practices within highly effective fundraising operation. Students will examine gift types, solicitation methods, record keeping and tax issues while participating in role play and case study scenarios to gain a broad understanding of the advancement field.

#### IEMG 8640

This course will introduce students to the basics of comprehensive campus internationalization, with a primary focus on U.S. higher education. Through a careful reading of recent literature, institutional case analyses, intensive “committee” work and peer review, and comparative benchmarking research, students will produce a robust vision statement for comprehensive internationalization at a targeted U.S. institution. Students will examine best practices, identify emerging trends in five professional knowledge communities (as identified by NAFSA), critique innovative strategies, and recognize existing barriers to advancing comprehensive campus internationalization. This course would be particularly appropriate for those pursuing professional careers in international education, higher education leadership, and comparative higher education.

#### IEMG 8642

This course explores approaches to developing the global competence of youth in formal and non-formal education. Topics include curricular and co-curricular program development, international travel and study, the use of technology, and policy initiatives.

#### IEMG 8650

While undertaking an approved professional practicum in the International Education Management field, students will be responsible for rigorous academic performance, equivalent in quantity and quality to the requirements for equivalent on-campus coursework. Students will demonstrate their application of theory to practice through completion of multiple deliverables.

## **INTERNATIONAL ENVIRONMENTAL POLICY**

#### IEPG 8503

This course introduces students to the design and implementation of research, with an emphasis on applied research into contemporary social and ecological issues that part of policy development and implementation. The course will be interdisciplinary in scope and will include the use of historical, ethnographic, biophysical, political and contextual data and information. The course will cover various social science methods, including political science, policy analysis, and sociology, and associated analytical approaches that can be used to develop and design research proposals, including case study and comparative case studies, survey design, content analysis, documentary analysis, and ethnographic approaches.

#### IEPG 8506

This course introduces students to public policy theory and practice with an emphasis on international environmental topics. Using a variety of exercises, case studies, lectures, and assignments, students will learn answers to the following questions: What is public policy? Who

makes it? What forms does it take? What issues does it address? How is it made? How do policies differ across contexts? What is “policy analysis” and how do I do it? As a half-semester, two-unit course, the goal is not to transform students into a political scientist but rather to deliver the foundational knowledge and skills needed to understand and work effectively within the policy arena.

#### IEPG 8511

This course explores innovation in food systems and how it is changing the ways that we eat; how we produce, process and distribute food; how we manage food system inputs and waste; and how we imagine food alternatives. We will unpack what is meant by “innovation” and why technological innovation frequently gets more attention than social, cultural, and political innovations at scales from the community to the international. We will explore how to assess the risks and value of innovations and their implications for social justice and participation of emerging streams of innovation. Field trips are planned during class time to see first-hand some examples of food system innovation. This course is team taught with Molly Anderson and will be delivered as one course at both MIIS and Middlebury via video conferencing and other forms of interaction. Cross-listed at Middlebury as INTD0311.

#### IEPG 8517

This course focuses on the scientific basis of climate change. Topics include the greenhouse effect, the energy flows between Earth and its atmosphere that establish our planet’s climate, our understandings of past climates, human influence on climate, and projections of future climate. Readings will be from the Intergovernmental Panel on Climate Change’s Fifth Assessment Report (available online). Each class will be divided among lecture/discussion and workshop activities. Workshops will include analysis of climate data as well as exercises in climate modeling.

#### IEPG 8542

The purpose of this course is to develop competency in economic theory as it relates to environmental issues, and the analytical skills necessary to evaluate, as well as craft, effective, efficient, and just environmental policies. We will highlight policies that influence (both directly and indirectly) the environment and natural resource use, and analyze their implications. The emphasis will be on identifying and assessing the appropriate economic tools for addressing current environmental issues. Students will learn how to “think like an economist,” which may not make for great party conversation, but is essential for conversing intelligently about the world’s major environmental problems and developing solutions.

#### IEPG 8562

This course probes the sustainability challenges of the global mining industry. The primary focus is on metal and minerals mining, with an emphasis on copper. Given the copper intensity of solar and wind energy technologies, global demand for copper is expected to surge in response to climate change risk. Without robust governance, metals mining poses substantial and long-lasting environmental risk, especially to water and the human communities and eco-systems it supports. Throughout the world, large-scale mining projects generate intense conflict with local communities, primarily over water risk and the sharing of economic benefits, which threaten a company’s social license to operate. Based on non-renewable resources, mining is inherently an

unsustainable activity. The course 1) explores the definition of sustainability in mining; 2) develops a 'net benefits' analytical framework based on minimizing environmental risk and maximizing economic benefits for sustainable development; and 3) considers innovations in governance that promote sustainability. The first part of the course examines financial risks to mining investment stemming from boom-and-bust global commodity cycles and the rising cost of production as higher grade ores are mined out. Part two examines the size, volatility, distribution and use of value streams to host governments and local communities generated by large-scale mining projects. The third part of the course examines water risk in mining at the river basin level from multiple perspectives: the mining company, the local community, competing users, and long term ecosystem function. Students will research and write a case study exploring and evaluating the economic benefits and water risks faced and posed by a large-scale copper mining project.

#### IEPG 8576

"Humanity has squandered opportunities to manage environmental problems in ways that build trust and peace between parties in conflict. Environmental security has been recognized to have a complementary off-shoot, environmental peacemaking, a diverse set of arguments about the connections among the environment, conflict, and state and human security. Conflict sensitive environmental management can help overcome political tensions by promoting interaction, confidence building, and technical cooperation for mutual benefit; fostering collaborating in place of competition.

This course will focus on environmental peacemaking opportunities as a tool for international diplomacy, cross border conservation and conflict sensitive, community driven sustainable development capitalizing on the dynamics of environmental interdependence.

Using the framework of Transboundary Peace & Conflict Impact Assessments (PCIA) we will discuss environmental pathways to peace at different stages of conflict as: 1) conflict prevention; 2) a lifeline during conflict; 3) part of the solution to end conflict; and 4) a foundation for a long term framework for regional stability and cooperation.

Looking through the PCIA lens at cases drawn from a variety of geographic regions and political, economic and social contexts, we will analyze the strengths and weaknesses of these approaches along the conflict continuum; and work to develop new strategies to apply Environmental Peacebuilding to some of the world's conflict hotspots."

#### IEPG 8591

This course is about saving life on earth. It provides the scientific foundation required to formulate sound environmental policies capable of addressing human population growth, habitat destruction, resource overexploitation, and other anthropogenic factors that continue to undermine the earth's ecological systems. The course focuses on scientific underpinnings of conserving the world's remaining biological diversity (aka "biodiversity"). It draws from biology, ecology, and other natural sciences to deliver the broad scientific training that future policymakers need. As a short survey course, the goal is not to transform you into a biologist or an ecologist, but rather to equip you with the basic knowledge you need to understand how the



natural world works, speak the language with confidence, and use science to develop sound environmental policy.

#### IEPG 8611

Coasts are an important source of native species diversity and provide a rich array of ecosystem services to humans. About forty percent of the world's population lives within 100 km of a coast. Urban and economic development over the past fifty years has taken a heavy ecological toll on coasts and they are highly degraded. Going forward, coastal economies, communities and ecosystems are all highly vulnerable to the projected impacts of climate change, including flooding, storm surges, subsidence and sea level rise.

This course provides a foundation in the management challenges and governance frameworks of sustainable coastal management. The central focus of the course is on coastal climate vulnerability and resilience. Taught by a multi-disciplinary team, the course integrates science, economics, and policy perspectives on climate risk, adaptation, and resilience.

Part One examines current policy and legal frameworks for coastal management, explores ecological vulnerability to climate change and considers how current frameworks promote or impede adaptation. Part two examines the socio-economic vulnerability of coastal cities to climate change, explores the benefits and costs of both top-down and bottom-up adaptation options, and considers the role of households and the private sector in promoting community resilience. Many of the readings focus on the California coast but we will examine case studies from other parts of the US and internationally. Students will work in teams to produce a Consultation Practicum and a case study of a coastal city which includes a climate vulnerability assessment and adaptation options analysis.

#### IEPG 8614

An introduction to the fundamentals of corporate campaigning, largely focused on the environmental movement and specifically upon ongoing ocean conservation efforts spearheaded by various non-governmental organizations that interact with the North American corporate, governmental, and philanthropic sectors. The course spans two weekends, the first of which concentrates on a history of environmental activism and its role within geopolitics. The second weekend focuses on the quintessential strategy and tactics of corporate campaigning, and on the principles of human dynamics and communication integral to the process (but all too often overlooked).

#### COURSE OBJECTIVES

Students successfully completing this course will be able to:

- Understand the roots and current state of contemporary environmental activism
- Appreciate more fully the role of environmental activism in geopolitics
- Identify and understand the roles of and responses to key environmental crises by specific governments
- Understand the core concepts underpinning corporate campaign development and execution
- Successfully analyze a campaign landscape and apply its topography advantageously using sound strategic and tactical concepts

- Acquire competencies (knowledge, skills and attitudes) to participate effectively in environmental corporate campaigning

#### IEPG 8616

Environmental conflicts continue to rise in frequency and intensity across much of the world. Growing human population and dwindling natural resource stocks exacerbate the problem. “Resource wars” have convinced scholars and policy makers alike that environmental factors play a critical international security role. Despite increased attention to the natural resources and conflict, a significant information gap persists. Scholars know surprisingly little about the conditions under which fisheries, forests, wildlife, minerals, water, and other resources lead to (or exacerbate) conflict. They know even less about the best ways to prevent or resolve such conflicts. Thus, growing demand exists for professionals who can analyze root causes of these conflicts and apply tools for resolving them. This course helps fill that demand. It uses lectures, case studies, role plays, and simulations to deliver techniques for analyzing, preventing, and resolving natural resource disputes worldwide.

#### IEPG 8621

This course provides an introduction to the creation, design, financing, and management of business start-ups aimed at tackling environmental problems. The central aims of the course are 1) to understand the principles, possibilities and challenges of environmental entrepreneurship; 2) to develop confidence and skills in starting an environmental business.

The first part of the course explores the concepts of entrepreneurship, innovation, business model design and the lean start-up and surveys the landscape of impact measurement and finance. The second part examines case studies of early-stage start-ups that address a range of sustainability problems, including de-carbonization of energy and transport, biodiversity conservation, sustainable fishing, and water stress. In each case, we will explore how the start-up analyzed the sustainability problem, came up with a business concept, designed (and red-designed) a business model and go-to-market plan, garnered (or is trying to garner) finance/investment, measures (or aim to measure) environmental impact, and whether and how it plans to scale.

Students work in pairs to produce and present a case study of an early-stage environmental start-up and to generate a business concept aimed at solving an environmental problem.

#### IEPG 8622

##### Green Business Feasibility Assessment

This course provides hands-on experience conducting a rigorous feasibility assessment for a new triple-bottom-line business. Applying a well-established methodology, students will research and write a detailed feasibility assessment covering several factors, among them: the venture type, industry context, resource needs, target market(s), potential benefits (including social and environmental), key risks, and financial review. In their written report and oral presentation, students will also make an overall recommendation to implement, postpone, or not implement the new business.

The Spring 2016 course focuses on water solutions. In particular, students will analyze the potential for an innovative, California-based business model to help alleviate water challenges in Australia, France, Germany, Japan, and United Kingdom. Regardless of the theme, country, or final recommendation, all students will gain a practical, career-enhancing skill and with a strong writing sample to back it up.

#### IEPG 8635

The study of marine science and policy is a subject that combines the biophysical and social sciences with a comprehensive overview of marine policies, laws, and planning tools. It requires that we explore the relationships and nexus between science, policy and planning across diverse maritime cultures. The course will first provide a general overview of marine science, with a particular focus on the role of marine science in identifying pressures, threats and stressors to marine systems. The emphasis will be on the various factors that contribute to marine ecosystem disturbance and the role of marine science in policymaking and planning. The introduction to marine science will be followed by a general overview of state and federal marine policy and management. The US marine policy framework will be compared to international examples of ocean governance, including small island countries, New Zealand, England, the European Union, China, and less developed countries.

#### IEPG 8633

From the equator to the poles, managing international marine pollution is the cornerstone of protecting human health and living marine resources. This course examines global programs, supported by international treaties, which are designed to manage specific marine pollution problems. When treaties enter into force, it is the responsibility of Contracting Parties to prevent, reduce, and control pollution from point sources and nonpoint sources to the best of their regulatory, economic, scientific, and technical capabilities. National governments must work collaboratively with each other and with a wide range of stakeholders, including international organizations, non-governmental organizations, maritime industries, local communities, and the private sector, to achieve successful implementation of innovative ideas, cooperative environmental action plans, and sustainable management strategies.

As future environmental professionals, students in this course will examine cutting-edge challenges and discuss effective solutions regarding:

- Preparation for a possible representative from MIIS to participate in discussions at the U.S. Department of State's 2016 Our Ocean Conference, with specific reference to marine pollution and global climate change challenges.
- Programs managed by the United Nations' International Maritime Organization (IMO) and the United Nations' Environment Programme (UNEP) to address global marine pollution problems.
- Actions undertaken by Contracting Parties to the IMO's 1972 London Convention and 1996 Protocol to the London Convention to promote the effective control of marine pollution, including dredging operations to accommodate larger classes of ships, port expansion programs, and emerging ocean dumping activities in coastal and open ocean areas. We will discuss what practical steps can be taken to prevent pollution when acceptable wastes are proposed for dumping at sea.

- Activities implemented by UNEP’s Caribbean Environment Programme and 28 countries in the Wider Caribbean Region to accomplish the goals and objectives of the 1983 Cartagena Convention and its three protocols, with a focus on land-based sources of pollution.
- New global programs under the IMO’s 2017 Polar Code that regulates safety and environmental protection programs for ships operating in waters around Arctic and Antarctic regions.
- Introduction to the control of air emissions from ships and port operations.
- Introduction to the Hazardous Waste Operations and Emergency Response Standard (HAZWOPER) training program to protect workers responding to hazardous spills, and how properly trained workers operate within the Incident Command System (ICS) used during pollution response operations for ocean and coastal areas.

### IEPG 8639

An introduction to the theory and practice of sustainable agriculture, this course takes an interdisciplinary approach, supporting the student’s journey to define the concept and identify indicators and metrics according to industry best practices, a robust social movement, and their own informed criteria and values. The course will explore topics such as organic agriculture, climate change and agriculture, food systems, food justice, corporate social responsibility, certification, food safety, and international development, as they relate to sustainable agriculture. The course will be conducted using both the lecture and case methods, while guest speakers and field trips will be integral to the learning process, adding critical perspective and contact with “real world” cases. Students will conduct research into practices and policies that support and detract from sustainability in agriculture. The course will culminate in an individual or team research project related to a topic of interest to students. Active student participation is both encouraged and required.

### IEPG 8643

#### Behavior Design for Sustainable Development

This course will provide an introduction to the theory and practice of applying behavioral science insights to create effective public policy solutions. Behavior Design refers to the science and process of encouraging human behavior by design and is a burgeoning field with powerful implications for facilitating change at various scales. Students will learn about some of the behavioral science tools available and have the opportunity to apply their knowledge through designing, implementing and evaluating a behavioral trial in teams.

The first weekend will focus on an introduction to behavioral science insights and include an in-class design workshop facilitated by the instructor. Between the first and second weekend, students will conduct behavior trials within the campus community. Students will present their findings during the second weekend, receive constructive feedback, and continue studying examples of applied psychology related to their areas of interest. This class is open to students interested in development, sustainability, health, and human behavior in general.

### IEPG 8652

Spanning over 70% of Earth, the ocean is the central feature and life-support system for our planet. This two-week intensive course on international marine environmental law focuses on helping students learn to use law as a tool to better manage human activities in, on, under or

otherwise affecting the ocean. It will explore global and regional agreements relevant to the law of the sea, shipping, fishing, dumping, biodiversity conservation, land-based sources of marine degradation, and problems related to implementation, effectiveness and enforcement. The United Nations Convention on the Law of the Sea, the UN Fish Stocks Agreement and the Convention on Biological Diversity are among the international agreements discussed. While the primary focus of the course is on legal issues, there will be extensive coverage of the interface of legal institutions with science and politics. Key cross-cutting issues include coral reef ecosystem management, dynamic ocean management, polar conservation efforts and governance of the ocean beyond national boundaries.

The course will be conducted using lectures, guest speakers, class presentations, intense discussions and in-class debates. Active student participation is both encouraged and required. A final report due two weeks after class ends will enable the student to conduct in-depth research into an area of their choice. Students will be able to meet individually with the instructor during the course to develop their research reports.

#### IEPG 8663

The purpose of this course is to develop advanced economic skills applied to development and resource issues in the world's oceans and coasts. The course will focus heavily on analytical and data-driven techniques that can help illuminate the costs and benefits of various policies in the ocean and coastal zones, using a variety of metrics, and incorporating environmental and social values. The course will be divided into two parts: Market economics and coastal planning with Prof. DePaolis and non-market economics with Prof. Scorse.

Student participation in both of these sections will be high, involving many in-class assignments, lab sessions, and extended discussions. Students will be expected to engage in original data collection, analysis, and research. This is an intensive course geared for people who want to pursue careers in marine-related fields, although the topics are more broadly applicable to a range of conservation and development-related careers.

GIS is recommended.

#### IEPG 8664

Overwhelming scientific data indicates that fisheries, forests, freshwater and other natural resources continue to decline and most biodiversity conservation projects fail to accomplish their goals. This course addresses both problems. It delivers state of the art techniques for designing conservation projects that have the strongest possible chance of success and evaluating the extent of that success. Examples include: knowing the conservation project cycle, assessing site conditions, developing management plans, and creating monitoring and evaluation plans. This "learn by doing" course emphasizes hands-on practice, especially through a conservation project management software program called Miradi. Although the course emphasizes site specific, in situ biodiversity conservation (i.e. protected natural areas), the skills and knowledge can apply to a wide range of environmental projects and programs.

### IEPG 8666

The primary purpose of this speaker series is to introduce incoming IEP students who are pursuing the “Ocean and Coastal Resource Management” concentration to a wide range of cutting-edge interdisciplinary topics. (In order to be eligible for the CBE Summer Fellows Program students must enroll in this course—auditing is acceptable—in addition to committing to the 16 units of advanced coursework in their second year.)

The series will include topics from the local to international levels, with a focus on the policy and economic implications. Students are encouraged to use these talks as networking opportunities, catalysts for future research, and most importantly, to help focus their career goals.

The series is open to all IEP and IPM students interested in ocean and coastal issues, as well as members of the MARINE network and the larger Monterey community.

### IEPG 8671

Climate scientists have found that we need to achieve 80% absolute reductions in greenhouse gas emissions globally to stabilize the climate. An essential element of that transition is moving rapidly away from the use of coal, oil and natural gas to generate electricity. Questions we will explore in this course include:

- Are renewables plentiful, affordable, and technologically advanced enough to take the place of fossil fuels in global electricity production?
- What parts of the world have made the most progress in that transition already, which parts still have the furthest to go, and why?
- Which government policies and market strategies will be needed to accelerate the transition, and what will they cost?
- Will solar and wind technology get us there, or are other technologies showing more promise?
- Is it better to do renewables on a massive, centralized basis through utilities, or to implement them in a decentralized way on individual homes and buildings?
- How important is energy storage to making the renewable electricity transition happen?
- What changes are coming to quality of life, lifestyle, and society as a whole as a result of this historic transition?

After introductory lectures and readings providing background on climate change, renewable energy technologies, and high level policy approaches, the class will jointly select a renewable electricity target % and date to aim for (such as 80% by 2030). Students will divide into groups by region of the world. Each group will tackle one of six continents or geographic regions (North America, South America, Europe, Asia, Africa, Australia/New Zealand/Oceania) and investigate answers to the above questions for that region. Their research will culminate in group presentations to the class on key findings, challenges, and recommended approaches to achieving the target in their region. In addition, students will individually write a final paper demonstrating a grasp of the global challenge renewable electricity production represents and the most promising technological, policy, and market pathways toward achieving it.

### IEPG 9517

Jammu-Kashmir Simulation: Developed and facilitated by faculty and staff of the Army War College, this weekend long simulation takes the form of a strategic-level negotiation exercise at

an internationally sanctioned peace conference. The conference has been called to break the long-standing conflict in Jammu-Kashmir. Participants role-play members of a diplomatic mission on one of seven negotiation delegations invited to the conference. The teams are charged by their governments with negotiating a solution advantageous to their national interests. Each team is mentored by a member of the university faculty, an invited regional subject matter expert, or a retired U.S. Ambassador. Exercise play is open-ended, run by the participants themselves without injects or predetermined outcomes – the situations are complex enough on their own merits to drive the exercise.

The immersion allows students to experience:

- Regional Situation Analysis
- Negotiation Techniques
- Strategic Thinking
- Leadership
- Planning and Evaluation
- Decision Making
- Team Building
- Time Management

A novel aspect of the simulation is that it will include students from Stanford, the Naval Postgraduate School, and CSUMB.

#### IEPG 8680

This course guides students to write up previously researched country case studies on the intersection of water risk, copper mining and river basin governance. The intent of the class is to produce a series of high-quality, publishable, inter-connected case studies for academic and practitioner/professional audiences. Students will produce a final case study of some 7000 words in length via a series of three drafts, external peer review, and a public presentation of case study findings to the MIIS community. Students may take this course only by permission of the instructor.

#### IEPG 9532

This course introduces the theory and application of spatial data acquisition, analysis, and display using a project-based approach. Students will practice how to conceive, gather, manage, analyze, and visualize geographic datasets using the global positioning system (GPS) and geographic information systems (GIS), and use GIS for spatial analysis and decision making. The course will be conducted using lecture and lab methods; active student participation is required.

#### IEPG 9632

This hands-on, project-based course will build on the skills learned in the introductory GIS course. Working within their discipline, students will develop real-world case studies to practice GIS modeling, perform spatial data analysis, statistical analysis and temporal data analysis, test hypotheses and recommend policy based on their findings. Students will employ project management, database design and troubleshooting techniques applicable to GIS and other fields.

## INTERNATIONAL POLICY & MANAGEMENT

### IPMG 8510

This course is designed to provide the student with a basic knowledge of current issues of cybersecurity and international efforts to create international norms and agreements in cyberspace. The course will initially cover fundamental technical aspects of cyberspace in order to provide the student with a basic overview and vocabulary of technical issues. Cybercrime, cybersecurity, and various aspects of cyberwarfare will also be considered. The international aspects of these various cyber issues will be examined in the context of existing international law and prospective international agreements that states may agree to in order to control issues such as cybercrime and cyberespionage.

### IPMG 8532

This course introduces the theory and application of spatial data acquisition, analysis, and display using a project-based approach. Students will practice how to conceive, gather, manage, analyze, and visualize geographic datasets using the global positioning system (GPS) and geographic information systems (GIS), and use GIS for spatial analysis and decision making. The course will be conducted using lecture and lab methods; active student participation is required.

### IPMG 8550

There are some 28 definitions of cyberspace, nearly all of which involve some form of digital networks. Digital networks are essential to the conduct of humanitarian operations. Such operations fall into three broad categories: (1) Preparations to improve humanitarian environments, such as capacity building, developing community and individual resilience, and conflict avoidance; (2) crisis activities, including disaster relief (domestic and foreign) and conflict resolution; (3) long term humanitarian activities, such as humanitarian assistance, peacekeeping operations, support to refugees and internally displaced persons, setting conditions for elections and return to civilian government, and foreign aid. The ability to disrupt, or support, such activities through cyber means also raises important policy, ethical and moral questions, as well as issues of International Humanitarian Law—what is humanitarian assistance to one party may be strategic war material to another. Digital humanitarians also may be at personal risk from cyberattack, as may their relatives in some countries. These topics are more wide-ranging than many realize and show the importance of the “humanitarian side of cyber” topic.

### IPMG 8552

Cybersecurity is becoming a concern for everyone, and not just for our national security cyber professionals. Whether we want to protect our own personal devices and information, or help our employers develop proper cyber hygiene and safety protocols, we need to learn the vocabulary, concepts and basic techniques that cybersecurity specialists take for granted. This course is designed with the beginner in mind. The course begins with basic cybersecurity vocabulary and an explanation of how the internet works. We will discuss different types of malware and attacks, and cyber-enabled fraud, and then go into specific countermeasures. Countermeasures include everything from basic procedures like multi-factor authentication, to more sophisticated passive and active methods of intrusion detection. Students will also learn about symmetric and asymmetric encryption.



#### IPMG 8615

Many in the U.S. experience race in much of their social, political and economic interactions. While conversations about race are taking place at various levels and through different forums, it is just not enough. And the ones that are the loudest in demanding that we not only bring these conversations more to the forefront but that we also develop tools to deal with race related conflicts are students and academics in educational institutions, especially those of higher learning.

Middlebury Institute of International Studies at Monterey (MIIS) is no exception. There are calls for acknowledgment of explicit and implicit racial bias in academic life and the need for deeper conversations about diversity on campus.

In order to encourage more sensitivity and develop better competency in dealing with race-related issues, the Center for Conflict Studies (CCS) has launched the program “Allies at MIIS”. The program invites students interested in being trained to become an ‘Ally for Racial Equity’. As an ally, the student participant will undergo a couple of sensitivity training sessions, will engage in research related to the topic of racial equity, engage with peers on campus and will present their work to the broader MIIS community through a variety of forums.

#### IPMG 8632

This hands-on, project-based course will build on the skills learned in the introductory GIS course. Working within their discipline, students will develop real-world case studies to practice GIS modeling, perform spatial data analysis, statistical analysis and temporal data analysis, test hypotheses and recommend policy based on their findings. Students will employ project management, database design and troubleshooting techniques applicable to GIS and other fields.

#### IPMG 9608

This workshop provides an overview of the current universe of systems of environmental, social and governance ratings (ESG ratings and analytics), including the ones commonly used in impact investing such as GIIRS. They are compared with the commercial financial rating systems and associated business models. The common challenges to both the ESG and commercial financial ratings and analytics are highlighted with a view to understand the complexity of such efforts within the growing impact space to enable greater involvement by mainstream financial participants and stores of capital. This workshop offers participants an opportunity to brainstorm potential solutions, share the visions for a new system and the ecosystem to install and implement such a system, and explore the roles of Frontier Market Scouts in the development of such a system. Scouts will also walk through the development of Impact Venture Profiles during their time in the field to assist in the above effort, facilitate appropriate and sustainable data capture of social ventures working with their counterparts, and provide for a final case deliverable for their FMS participation.

#### IPMG 9614

Seminar: Foreign Policy, Trade & Security East Asia

East Asia is a dynamic region of great importance by virtue of its population size, economic dynamism, and political and security challenges. The impact of the region’s international

relations is felt not only by the countries geographically located in the region but also by the rest of the world. The region is characterized by diversity in terms of historical, civilizational, and ethno-cultural backgrounds, political systems, levels of economic development, and foreign relations, as well as global impact, making regional relations very complex and sometimes very difficult, for major powers and smaller powers alike. This course will examine a broad range of foreign policy, trade, and security issues that present both opportunities and challenges to the regional countries and the United States. The students will learn first-hand the perspectives of local experts on the regional issues the seminar addresses through guest-lectures, interviews, library research, and discussions with local university students. Visit the East Asia Practicum site for more information <http://sites.miis.edu/eastasia/important-deadlines/>

Dec 16- \$100 deposit due; Mar 3 - remainder of program fee due.

#### IPMG 9620

This course will address how to create a well-diversified impact investment portfolio that is tailored to the risk tolerance and goals of an individual or institutional investor. We will start by reviewing the historical characteristics of different types of investments, and what modern portfolio theory tells us about the benefits of combining distinct asset classes. Next we will explore risk tolerance, with students having the opportunity to complete an online self-assessment, and interview others about their goals, social impact preferences, and risk tolerance. This will lead into a discussion of setting asset allocation targets, investing for impact in public and private markets, and resources available to impact investors.

Using some of these resources, students will work in groups to research investments, build custom portfolios, and share their process and conclusions with the class. The instructor will share his experience working in this field and building a values-based business, and will also present information on industry trends/outlook. We will conclude with open-ended Q&A about impact investing.

#### IPMG 9622

This course focuses on key challenges and methods in scaling a social enterprise from seed-stage to growth. We will highlight the differences in scalable business models, and discuss the operational stages and capital needs of growing businesses. In addition, we will evaluate unit economics and the unique challenges of scaling. Finally, we will discuss the importance of scaling sectors along with firms. Through case studies and in-class group activities the class will explore the process of scaling start-ups.

#### IPMG 9623

Corporate Risk Management entails the prevention and detection of fraud and financial crimes. However, it also entails the understanding of and compliance with state and federal laws and statutory regulations.

This two credit course will introduce participants to the legal aspects of compliance with those laws and regulations. The course will introduce participants to the United States court system (Federal and state) and highlight the differences between criminal and civil liability. It will introduce participants to pertinent state and federal laws [Foreign Corrupt Practices Act,

(“FCPA”), Occupational Safety and Health Act (“OSHA”), Employee Retirement Income Protection Act (“ERISA”), Racketeer Influenced and Corrupt Organizations (“RICO”) Act, Sarbanes-Oxley Act, etc.] dealing with corporate compliance and take participants through the legal process of addressing an alleged violation of one or more of those laws or regulations. It will familiarize participants with the nature of a violation of state or federal laws and regulations, the nature of a breach of a contractual obligation, the legal and procedural steps of litigating such a violation, the determination of damages arising from such a violation, and the possible restitution that might be expected from the perpetrator of such a violation.

The course will use recent or ongoing state and federal court cases to help familiarize participants with the practical application of the subject matter of the course.

#### IPMG 9644

Social entrepreneurship and impact investing are tools that use business to solve the world’s social problems. The two-day course, “Introduction to Social Enterprise and Impact Investing,” will outline for students how an industry that uses markets to address social problems developed, popularized, and turned into an industry. Using interactive case studies, students will learn how to think through the opportunities and challenges facing social ventures through the perspectives of both an investor and an entrepreneur. Students will also gain familiarity with the landscape of enterprises in emerging markets, as well as the active impact investors in the space.

#### IPMG 9650

Pre-req: completion of FMS training program, and acquisition of FMS Fellowship placement. To sign up for MBAG 8650, contact Assistant Dean Toni Thomas and complete capstone project outline.

DPP students interested in using the FMS experience to meet DPP Practicum requirements should register via the DPP Independent Practicum. Please contact your academic advisor for instructions.

The Frontier Market Scouts Fellowship Research Project is one of the Fisher MBA Capstone Program options, also known as the FMS Capstone. It is a project-based course designed specifically for those MBA candidates who are enrolled in the Frontier Market Scouts Fellowship Program and choose to leverage the in-field experience with their FMS placement to achieve the learning goals set by the Fisher MBA Capstone Program. Upon successful completion of the FMS Capstone under the guidance of the academic director, students will fulfill the capstone requirements and earn six academic credits toward the MBA degree.

The FMS Capstone projects are set in collaboration with the Center for Social Impact Learning (CSIL), which aims to advance understanding about the nature of social impact ventures, their environment, organizational behavior and performance, and their externalities, as a way of making significant contributions to the growing impact investing sector. The FMS placements, managed under CSIL, allow the capstone students intimate access to the operations of a social venture, the management, and the ecosystem that may cause the rise or fall of the venture. Each FMS Capstone student is responsible for completing a study of at least one social venture that is related to the FMS placement, so as to help CSIL realize its vision. The student may also

complete a comparative study of multiple ventures depending on the nature of the FMS field assignment and/or availability of other FMS Capstone students to collaborate with.

While CSIL is in charge of the FMS placement for the FMS Capstone students, the capstone projects are under the supervision of MBA faculty. The students are expected to assume the responsibility of coordinating with both the CSIL staff and MBA faculty for project related activities and scheduling.

## **INTERNATIONAL PROFESSIONAL SERVICE**

### **IPSS 8530**

This workshop will be taught by organizational expert and successful government, nonprofit, and private-sector consultant, Dr. Beryl Levinger. Participants will learn tools for analyzing an organization, its culture, its approach to meeting mission, and ecosystem analysis. They will also master key skills for effective organizational consulting including client reconnaissance; client relationship management; and the creation of value-added consultant deliverables. The 15 contact hour workshop in January will be worth 1 credits. Students wishing to earn 2 credits for this workshop will turn additional deliverables during their internship applying the tools they have learned in this workshop to better understand their host organizations.

### **IPSS 8531**

#### **Designing/Evaluating Interventions**

Have you ever been asked in your work setting or a job interview if you have project design or monitoring and evaluation (M&E) experience and you wanted to say yes? This course is designed to provide foundational knowledge and expertise in project design and M&E for a wide range of organizational roles, from technical experts to managers, and in institutions or organizations that vary in size and sector, including education, health, international development, and environmental management among others.

During the course, participants will work on an actual M&E plan for an intervention/project/program. Participants will articulate what a mock intervention is intended to accomplish (problem tree and conceptual map), identify indicators to track if intended targets are being met (monitor) and ultimately to measure the extent to which the intervention is achieving the anticipated outcomes (evaluation). By the end of the course, students will be able to create basic M&E plans that integrate six critical component areas, and that measure progress and success in implementing the intervention (project) design.

### **IPSS 8532**

This course is designed to meet the needs of graduate school level students who are looking to improve their understanding and abilities to collect and analyze data using Microsoft Excel. Collection and analysis are covered in the same course because proper planning and collection of good quality information requires understanding of data analysis and vice versa. The course will be broken up into three distinct modules that are each catered to the skill set of the respective audiences: Beginner, Intermediate, and Advanced.

### IPSS 8533

This course is designed to help students learn and practice key methods of applied qualitative data collection and analysis. Collection and analysis are covered in the same course because proper planning and collection of good quality information requires understanding of data analysis and vice versa. “Learning by doing” will be the main instruction approach. Examples from typical assignments from professional setting such as needs assessment, policy analysis, and M&E will be used to facilitate learning.

### IPSS 8534

This two-day workshop will help students create an integrated communications strategy that makes effective use of social media and mobile tactics and tools to get results for their host organization. Those results may be increased brand awareness, fundraising, inspiring and mobilizing stakeholders to take action, or outreach. The course will also help students develop a professional learning and networking strategy that will help them deepen the impact of their internship and support their career goals.

### IPSS 8670

Students who take IPSS 8530A workshop may submit deliverables in the first month of their internship for one additional credit. These deliverables will help students apply the tools they have learned in the IPSS 8530 workshop to better understand their host organizations.

## **INTERNATIONAL TRADE & ECONOMIC DIPLOMACY**

### ITDG 8515

This course serves as an introduction to the environments, processes, and main issues that compose the universe of trade policies. Because of the growing complexities of a more interdependent international environment, students need to expand their knowledge, sensitivity and skills in trade policies. Focus on the changing international environment, its trading institutions, key actors and issues; practices of analyzing, formulating and negotiating key trade policy issues.

### ITDG 8520

Trade theories and policies are studied, building from microeconomic principles and using a range of techniques, from rigorous economic modeling to simulations and role playing games. Topics include an analysis of the gains from free trade and the effects of barriers to trade such as tariffs, quotas, subsidies, and other instruments of commercial policy. Institutional frameworks for international trade – including regional trade agreements and the World Trade Organization – are also addressed.

### ITDG 8521

In this course, students will learn to recognize the predisposing factors of a financial crisis and policy options for optimal financial crisis management by looking at historical case studies. But first, we will look at how the ForEx market works, who are the different players, how are typical transactions structured, different exchange rate regimes (e.g. pegs, crawling bands, free floats, monetary union), factors influencing exchange rate determination, balance of payments, and

sovereign debt sustainability. In the second half of the semester, we will parse multiple financial crises from both emerging markets and OECD economies. In addition to readings related to cases, students will also have regular reading assignments of current events. Learning how to discuss and explain monetary topics, and using economic jargon in an appropriate fashion, requires regular practice. It is similar to learning a foreign language, which is why readings should be done in a timely fashion.

#### ITDG 8532

This course focuses on the art of negotiation and on critical analysis of conflicts and problems-solving strategies that lead to agreements. It begins with the neuro-science of communicating. It moves quickly to negotiation as a value-building and problem-solving exercise; cross-cultural, gender and cross-generational differences; and the hard-nosed tactics of creating and claiming value from 'the deal.' The course emphasizes the public policy process, domestically and internationally, political advocacy tools and techniques to assure support for desired outcomes and the skills needed to successful negotiations. Instruction includes lectures-discussions and cases studies, but emphasizes simulation exercises and critical debriefing to hone skills through 'real world' experience.

#### ITDG 8535

The growing dominance of economic relations among nations requires a keen understanding of economic statecraft. Statecraft is the resolution of conflicts between governments and private parties. An essential skill for economic statecraft is to understand conflict.

To facilitate our exploration of conflict, the course draws from the field of conflict analysis and resolution, a field which seeks to intervene constructively in conflicts. However, constructive intervention demands that we think critically about conflict in order to discern its underlying causes and to understand its dynamics. From such an understanding, you may develop meaningful objectives to address, resolve, or perhaps even transform the conflict into something constructive. Moreover, objectives grounded in a thorough understanding of the conflict should drive the intervention strategy. If the linkage between analytic findings, objectives, and strategy is present, then the likelihood of a constructive outcome increases substantially. The course is designed to help you to think more critically about conflict, providing you with some tools to structure your analysis, shape your intervention objectives, and develop your strategy to achieve those objectives.

This course is inherently multi and interdisciplinary, drawing on conceptual frameworks derived from psychology, sociology, anthropology, international relations, political science, economics, and other social sciences, but also informed by all fields of human inquiry. Students will critically apply theories to seek a better understanding of conflicts, to intervene constructively, and to advance theory and practice related to statecraft.

This course explores a wide range of conflict-related theories. We begin by considering conflict narratives and discourses and our ability to think critically about conflict. Then, we will examine the major, often overlapping theories at work in the field, loosely categorized as theories of social structure, theories of human nature, and theories of culture and meaning-making.

Theories of human nature and identity – viewing each individual as a unit of analysis; accounting for “what is inside of you” with an emphasis on what lies beneath the conscious level

Theories of social structure – viewing a social institution, typically comprising sustained, hierarchical, and multi-layered relationships, as a unit of analysis; accounting for “what you are inside of” ?

Theories of culture – viewing an epistemological system of meaning-making as a unit of analysis; accounting for “what is inside us” with an emphasis on shared interpretive lenses with which to understand intercultural social phenomenon.

#### ITDG 8540

This course will provide students with an introduction to the primary international rules, regimes and organizations governing international trade and international investment. By understanding the principles of international trade law and how it is applied through a treaty regime developed to monitor and enforce international trade law, students will gain an appreciation of the crucial role these that international trade law and its enforcement play in shaping and determining the flow of international trade and investment. Students will gain an understanding of the specific rules and regulations that govern international trade and how those rules and regulations are applied and enforced. Students will gain practical experience in applying these rules and regulations to real world international trade disputes in order to gain an appreciation of the process involved in resolving these disputes. As a result, students should be able to determine whether or not a particular state’s action(s) is (are) a violation of an international trade regulation and more importantly, how a trade dispute arising from an alleged violation(s) is resolved.

#### ITDG 8541

An introduction to applied statistics, focusing on key statistical data analysis tools for business, management and finance. Additional topics to be studied include data collection, preparation, data mining, surveying techniques and strategies, analysis structuring and the evolving nature of modern data analysis. The course will be conducted using both the lecture and case methods and active student participation is both encouraged and required.

#### ITDG 8579

The rise of China over the last two decades is one of the most significant events that shape trade and economic development, and geopolitics. Its implications on worldly issues from global and regional peace and security to the sustainability of the environment are profound. The China factor is an amalgamation of dynamic, complex and interactive forces that appear as problems, puzzles or challenges. This course aims to provide an orientation for students to understand those forces, especially those related to the major stakeholders and their evolving relationships, policies and game rules, and collective behaviors. The orientation is grounded in both Chinese historical and cultural legacies and the contexts of China’s state building, modernization and globalization.

This course provides graduates with a broad introduction to Contemporary China’s political, economic, and strategic challenges. The course covers a wide array of topics in primarily three areas: trade, foreign policy and development challenges. More specifically, the topics include

Chinese imperial legacies and revolution, contemporary political institutions and policy making processes, the opening of China and its reforms and their resulting challenges, China's role in global peace and development, its relations with U.S., Russia and the other Asian powers and the other powers of the world powers, and the mainland-Taiwan relation, China's trade and investment policy before and during the reform era, the Chinese economic regime and policy making process, China's industrial policy and national standard strategy, and China's environmental and energy challenges and sustainable development.

This course will be wrapped around by an optional immersive professional portion of summer field research projects in two sites of China (Beijing and Kunming) in summer 2016. This will be a multi-term curricular sequence on studying Chinese politics, foreign policy and development challenges. It is aimed at robustly deepening the participating students' understanding and appreciation of Chinese politics and economy. It will also develop participants' professional skill set through experiential learning.

#### ITDG 8621

Corporate Risk Management entails the prevention and detection of fraud and financial crimes. However, it also entails the understanding of and compliance with state and federal laws and statutory regulations.

This two credit course will introduce participants to the legal aspects of compliance with those laws and regulations. The course will introduce participants to the United States court system (Federal and state) and highlight the differences between criminal and civil liability. It will introduce participants to pertinent state and federal laws [Foreign Corrupt Practices Act, ("FCPA"), Occupational Safety and Health Act ("OSHA"), Employee Retirement Income Protection Act ("ERISA"), Racketeer Influenced and Corrupt Organizations ("RICO") Act, Sarbanes-Oxley Act, etc.] dealing with corporate compliance and take participants through the legal process of addressing an alleged violation of one or more of those laws or regulations. It will familiarize participants with the nature of a violation of state or federal laws and regulations, the nature of a breach of a contractual obligation, the legal and procedural steps of litigating such a violation, the determination of damages arising from such a violation, and the possible restitution that might be expected from the perpetrator of such a violation.

The course will use recent or ongoing state and federal court cases to help familiarize participants with the practical application of the subject matter of the course.

#### ITDG 8631

The purpose of the course is to give students an understanding of how and why governments and businesses interact across a wide spectrum of situations and issues. The course will examine how the structures, environments, interests, agendas and constituencies of businesses and governments shape their relationships and drive outcomes. This course takes a holistic approach to business-government relations. It is meant to give students an understanding of the major issues within which government and businesses (both U.S. and non-U.S.) interact most intensely and frequently so they can be more successful when they find themselves working at the intersection of those issues. Advocacy and lobbying are part of this, but not the only part of it.



Businesses' interactions with governments represent a major source of potential risk. Knowing how to effectively manage government relations, no matter what the context, is a critical component of corporate risk management and mitigation.

#### ITDG 8681

Trade policy professionals and others interested in the impacts of trade policies on countries and industries need to understand the underlying motivations of the parties involved. To develop this understanding requires a firm grasp of the micro and macroeconomics of trade and trade policy as well as knowledge of laws and institutions. This course strengthens students' ability to conduct and interpret basic economic analysis at the national, industry, and firm level. The course is a mixture of practical analytical skills and a survey of current methodologies and research on the effects of trade policy on employment, incomes and select industrial and agricultural sectors.

#### ITDG 8686

Frequent negotiations between governments, international organizations, companies, and other nongovernmental actors are central in specifying what globalization and global governance mean for people. But what happens in these negotiations? What determines their outcomes? Could the negotiators do better? This seminar concentrates on this ubiquitous process of international negotiation over economic and other issues and helps students launch original research on this subject. This course is designed to help improve your skill as a negotiator, while you learn more about bargaining theory in the context of global political economy. It offers a conceptual framework to help you diagnose most bargaining situations. It begins simply and adds complications one at a time. You will develop a feel for the process by dissecting what professionals did in historical episodes--economic, environmental, and military-political--and by watching experienced negotiators and mediators on tape. You will practice applying these ideas by negotiating with other students through in-class simulation.

#### ITDG 9517

Jammu-Kashmir Simulation: Developed and facilitated by faculty and staff of the Army War College, this weekend long simulation takes the form of a strategic-level negotiation exercise at an internationally sanctioned peace conference. The conference has been called to break the long-standing conflict in Jammu-Kashmir. Participants role-play members of a diplomatic mission on one of seven negotiation delegations invited to the conference. The teams are charged by their governments with negotiating a solution advantageous to their national interests. Each team is mentored by a member of the university faculty, an invited regional subject matter expert, or a retired U.S. Ambassador. Exercise play is open-ended, run by the participants themselves without injects or predetermined outcomes – the situations are complex enough on their own merits to drive the exercise.

The immersion allows students to experience:

- Regional Situation Analysis
- Negotiation Techniques
- Strategic Thinking
- Leadership
- Planning and Evaluation
- Decision Making

- Team Building
- Time Management

A novel aspect of the simulation is that it will include students from Stanford, the Naval Postgraduate School, and CSUMB.

## JAPANESE

### JALA 8241

This course has two major goals: One is to develop functional Japanese language skills which can be used in a number of settings one would encounter in everyday life of Japan. The other is to familiarize students with unique features of Japanese society and culture recognized in the same settings selected for the study of language skills. Students will be exposed to a variety of written and video materials as input and given opportunities for creative language production such as pair/group dialogues, speech, discussion, message writings, and presentations. Some basic structures and kanji kanji compound will be focused and studied in class.

### JALA 8251

This course aims to develop functional Japanese language skills while studying the features of Japanese society and culture. Among the unique features of Japan, we will focus on 'Entertainment in Japan' and 'Building Social Relationship in Japan' this semester. Students will continue studying basic grammar/ structures and new vocabulary in order to expand their communication skills and increase reading/writing capacity. Major class activities include reading of passages including some authentic ones, video viewing, pair/group dialogues, discussions, message writings, kanji studies, and presentations.

### JALA 8271

This course has two major goals: One is to develop functional Japanese language skills to be used for leading everyday life in Japan and exchanging their views on the social/cultural subjects selected in class. The other is to explore content areas on the selected features of Japan, such as nature and geography, family environment, and community environment. Students will be exposed to a variety of written and video materials as input and given opportunities for creative language production such as discussion, interviewing, essay writings, and presentations. Some intermediate grammar and kanji kanji compound will be focused and studied in class.

### JALA 8281

This course aims to develop functional Japanese language skills through exploring the features of Japanese society and culture. Among the unique features of Japan, we will focus on the three topics this semester, Japanese Youth, Communication Styles in Japan, and Current News. Students will continue developing intermediate grammatical structures and vocabulary in order to expand the volume and fluency of their speech and increase the reading/writing capacity on various every day and social/cultural topics. Major class activities include reading of passages including some authentic ones, video viewing, pair/group dialogues, discussions, essay/message writings, kanji studies, and presentations.

#### JALA 8370

This is an advanced Japanese course focusing on further developing listening, speaking, reading, writing, and communication skills by using authentic newspaper/magazine materials and TV/radio news. The students will watch and read on a regular basis the most current news of the events that are taking place in Japan. The students become familiar with aural/textual features of Japanese media (TV/radio news and newspaper/magazine) as well as terms and idiomatic expressions frequently used. Skills of understanding the TV/radio news, reading of newspaper/magazine articles are developed. Emphasis will also be put on enlarging kanji compound (??) knowledge and developing communication skills of summarizing and presenting the news content in one's own words. By the end of the course, students will become accustomed to listening to the natural speed news (NHK broadcast and others) and get the gist of the news as well as some key details/points, and to pick up Japanese newspaper, skims through articles of interest, and read them without relying too much on dictionary.

#### JALA 8392

This is an advanced Japanese language course focusing on further developing listening and speaking proficiency through the use of NHK broadcasting program called "Close-Up Gendai". The primary focus of the course is to further develop oral skills, but other skills such as reading and writing are practiced as well. Students will choose a certain topic/aspect of current Japanese society, politics, business, or international relations between Japan and its neighboring countries, and do a mini background research on the topic prior to coming to class. In class, each student will be given the opportunity to lead the class on the topic, view relevant TV broadcasting on the topic, and lead the class discussion. JLPT Level 1 and 2 vocabulary and expressions, as well as advanced level grammar/structure will be exercised in class to aid the participants' overall proficiency development.

#### JALA 8444

This course aims to develop professional/academic Japanese communication skills through studying the topic "Energy, Environment, and New Technologies of Japan." We will specifically focus on the energy and energy-related environmental issues that Japan has been experiencing since 2011. The subtopics to be discussed include the energy challenges and related policies that Japan has been implementing; the arguments on the use of nuclear power taking place since the Fukushima disaster; the deregulation of electric power that started in April, 2016 and the impact it has on the society; and the new technologies for sustainable energy sources and green environments as a solution to the problems. We study and analyze these issues through extensive reading/listening to authentic resources such as newspaper articles, magazines, online articles, TV programs, etc. Studies of advanced grammar, strategic reading and writing, and professional presentation skills are integrated in the course work.

#### JALA 8445

This course aims to develop professional/academic Japanese communication skills while studying the subject, "The potential of Japan's public diplomacy: the roles of cultural and business activities." Public diplomacy, translated as ?????? or ????? in Japanese, is a diplomatic strategy pursued by various parties, such as the government, non-governmental organizations, private companies to communicate and engage meaningfully with foreign public and thereby develop better diplomatic relationships. The Ministry of Foreign Affairs of Japan has been

looking to the impact of practicing public diplomacy, hoping that Japan's cultural and technological capabilities could create strong appeals overseas, which would eventually help enhance Japan's diplomatic capacity. In this course, we will study, analyze, and discuss (1) what is "public diplomacy," (2) what resources Japan could utilize to implement public diplomacy, focusing on the cultural and business activities, and (3) whether and how Japan can make use of the potential to improve diplomatic relations with other countries. Students will be asked to extensively read/watch authentic resources such as newspaper articles, magazines, online articles, TV programs, etc. to explore the subject. Study of advanced grammar, expressions and idioms, strategic reading and writing, professional presentation skills are integrated into the course work.

## LINGUISTICS

### LING 8500

Serves as an introduction to linguistic analysis. Includes projects based on fieldwork in phonology, morphology, syntax, discourse, and pragmatics. Discusses importance of language awareness. Includes pedagogical strategies for consciousness-raising.

### LING 8510

Introduces the interplay between language and society. Discusses regional and social dialects as well as the role of linguistic attitudes and language variation in language learning and teaching.

### LING 8530

Examines the syntax and discourse of modern English for ESL and EFL teaching. Spotlights practical applications for the classroom. Prerequisite: Language Analysis

### LING 8630

Surveys, in seminar format, research in second-language learning relating to language teaching and learning. Discusses the role of affective variables, interaction, learner strategies, and learner factors in the language acquisition process. Prerequisite: Language Analysis

### LING 8640

Requires original research to be conducted by the student on issues such as language attitudes, cultural variables, language learning, or other topics from sociolinguistics and second language acquisition. Introduces a range of research methods, including exposure to various data collection and analysis procedures in both the qualitative and quantitative research traditions.

### LING 8670

The Applied Linguistics Capstone is designed to help TESOL/TFL students refine their skills as applied linguistics professionals. Course participants will develop either a curriculum project, a, empirical research report, or an assessment tool, using original data that they have collected and analyzed. The course also aims to induce students to reflect on their previous coursework, as well as explore and clarify their future plans for careers as language teaching professionals.

Applied Linguistics Capstone Student Learning Outcomes (SLOs):

Understand processes of inquiry relevant to language education  
Plan research activities for designing curriculum and language instruction, assessment, or empirical investigation  
Execute data collection procedures  
Analyze data using appropriate quantitative and qualitative methods  
Synthesize and report findings clearly, convincingly, and creatively for a professional audience  
Apply research skills in educational settings

## **INTERNATIONAL MANAGEMENT**

### **MBAG 8501**

International Organizational Behavior focuses on organizational culture and how it enables – or sometimes hinders – bottom-line results in international contexts. We will look at bottom-line results across public, for profit, and nonprofit worlds. This course, at its heart, is about the people side of the enterprise.

Themes covered include diagnosing and changing organizational culture, managing and motivating individuals, leading and working in teams, leading organizational change, development, and transformation, and new organizational forms/structures emerging in response to complex business and social challenges. The relentless focus of the course is on practical strategies, frameworks, and analytical tools that managers and leaders deploy to improve business performance in international organizations.

This course seeks to challenge assumptions about what organizations are, broaden understandings of effectiveness, and expand analytical repertoires and management skills. Competencies for effective teamwork suffuse the syllabus, as do those related to changing and improving organizational performance through people.

### **MBAG 8531**

This course is concerned with the theory and practice of financial accounting. The course, while of necessity having to deal with some of the details inherent in accounting, will focus on developing in the student an understanding of the conceptual basis of financial accounting and on linking that foundation to business decisions.

### **MBAG 8536**

This course covers theory, concepts, and practices underlying the principles of managerial and corporate finance. The Learning Outcomes include the topics as noted on the syllabus. In addition to gaining knowledge of the topics noted, students should demonstrate critical thinking skills and demonstrate ability to apply the knowledge gained in this course to new situations and problems. The course is a mixture of lectures, interactive discussion and problem solving. It provides an overview of the basic concepts of and principles of finance in the private sector. Where possible, we will discuss the differences between the private and public sectors and the implications for the Department of Defense. It is designed to provide insights into the financial decision making processes encountered by commercial enterprises. The major emphasis is on the financial environment, valuation models, risk and return analysis, cost of capital determination, optimal capital structure, and short-term and long-term financing.

### MBAG 8541

An introduction to applied statistics, focusing on key statistical data analysis tools for business, management and finance. Additional topics to be studied include data collection, preparation, data mining, surveying techniques and strategies, analysis structuring and the evolving nature of modern data analysis. The course will be conducted using both the lecture and case methods and active student participation is both encouraged and required.

### MBAG 8561

This course will apply the fundamental principles and models of economics to managerial strategy and decision-making. The objective of the course is to enable managers to make more efficient strategic choices, based on empirical evidence from economics of competition, investment, entrepreneurship and innovation. Students will be provided with modern economic tools that can be used to aid and improve organizational and corporate decisions. Applications from Microeconomics will look at how competitive pressures, entrepreneurship and regulatory systems shape corporate decisions on product development, investment, pricing and marketing. Macroeconomic aspects of the course will look at how global and domestic environments of economic growth cycles, debt, equity markets, investment, as well as monetary, fiscal and regulatory policies shape companies choices as what should be produced, where company operations should be located, which markets to enter and how to structure corporate and ESG risk management systems. The stress in the course will be on applied, evidence-based use of theoretical frameworks and case studies, relating to real world applications of economic thinking to boardrooms and C-level executive decisions. Current news flows concerning corporate strategies, decisions and responses to risks will be the core focus of the course analysis. Student's ability to apply the material presented in print and in lecture will be the primary measure of success in this course.

### MBAG 8571

Introduction to the field of marketing, which includes understanding who, why, how, when, and where people and enterprises seek to satisfy their needs, interests and wants through buying and consumption of products and services, the identification and validation of market opportunities for fulfilling those desires, the development of products and services to do so, and taking those products and services to market through channels of supply, promotional programs and determination of pricing. It provides a foundational introduction to these principles and a few quantitative tools that are necessary for managers to do marketing planning and program selection and implementation, and covers such areas as a) creating product concepts and the development of value propositions, b) market segmentation and targeting, c) brands and brand equity, d) the use and value of marketing research, and e) the development and use of marketing plans.. It is a case-discussion-based course involving actual case situations and decisions from business enterprises. Although the course provides only introductory-level knowledge of marketing management, it is a fast-paced, rigorous and demanding, graduate level course.

Prerequisites: Admission to the MBA Program and completion of MBA Core Managerial Accounting, or equivalent.

## MBAG 8600

### Building & Investing in Social Ventures

This is an advanced business course to help students develop key understandings and skills in transforming a social enterprise idea into a scalable venture with measurable impact. It covers concepts, perspectives, and tolls that successful social ventures use to reach the various milestones, such as building an innovative business model and competitive strategies, developing sensible strategies to scale the enterprise and its impact, building a convincing financial model and practical financing strategies, developing the right legal and corporate structure for the venture, and building an impact measurement system that matters not only to the venture portfolio of activities but to the growth of the relevant sector as well. This course adopts the raw case-method or real-life project-based learning in order to minimize the classroom - practice gap commonly observed in business and management education.

## MBAG 8612

### Business Competition Practicum

This is a 3-credit course offered twice a year in the fall and spring semesters for the advanced-entry MBA students, the second-year MBA students, and other GSIPM students with special permission from the course instructor. The course is designed to center the exciting and enriching academic experience on one or more business competitions, and to provide unique opportunities for students to integrate true-life knowledge application and contemporary career skills development.

While traditional classroom learning remains essential, it is inefficient, slow, and even constraining to knowledge acquisition in today's open-source, hyper-networked, and complex world. We need to strengthen our ability to process data, information, and knowledge from numerous sources and to generate actionable insights in whatever context we may encounter. Such true-life knowledge application requires students to embark on a journey to discover, create and validate new and useful knowledge, a superior way to knowledge internalization as well as development of contemporary career skills, such as ideation, pattern recognition, and complex communication.

Well thought-out and organized business competitions attract students from leading business schools to participate and learn every year. Over the last few years, the Fisher MBA student teams have entered and won some of the top competitions in the world, including the MBA Investment Case Study Competition by The Economist, the Business for a Better World Case Competition by Corporate Knights, the Aspen Business & Society International MBA Case Competition, and the Hult Prize, the planet's largest student competition to solve the world's toughest problems. Having served as advisors to most of the MIIS teams, the instructors believe strongly that business competition may be an effective approach to intensive experiential learning and hold tremendous academic value. This practicum is set up so that more students can benefit from similar experiences.

Students enrolled in the course must commit themselves to actively participate in one or more business competitions that MIIS signs up for every fall or spring, and to attend the preparation and debriefing sessions that the instructors may organize. The primary goal for the course is academic learning and career skills development. Students are encouraged to motivate

themselves and each other to win the competition and find joy and satisfaction in the process. It is a Pass/Fail course based on student effort as individual and a member of his or her competitive team.

Interested students must enroll and be placed on the waiting list first. In addition, they need to email a copy of their resume to the instructors at [smdow@miis.edu](mailto:smdow@miis.edu) and [yshi@miis.edu](mailto:yshi@miis.edu).

### MBAG 8613

This project-based course combines elements of feasibility analysis and marketing strategy. The course examines whether a product or service is viable on the market and, if it is, alternate approaches to bring the product or service to market. Key topics include analysis of market and industry attractiveness (note, these are two separate levels of analysis), target segment benefits and attractiveness, sustainable competitive advantage and positioning, the ability of the firm to develop and execute strategy, causation and effectuation, and lean start-up approaches.

### MBAG 8615

This course provides an introduction to the creation, design, financing, and management of business start-ups aimed at tackling environmental problems. The central aims of the course are 1) to understand the principles, possibilities and challenges of environmental entrepreneurship; 2) to develop confidence and skills in starting an environmental business.

The first part of the course explores the concepts of entrepreneurship, innovation, business model design and the lean start-up and surveys the landscape of impact measurement and finance. The second part examines case studies of early-stage start-ups that address a range of sustainability problems, including de-carbonization of energy and transport, biodiversity conservation, sustainable fishing, and water stress. In each case, we will explore how the start-up analyzed the sustainability problem, came up with a business concept, designed (and red-designed) a business model and go-to-market plan, garnered (or is trying to garner) finance/investment, measures (or aim to measure) environmental impact, and whether and how it plans to scale.

Students work in pairs to produce and present a case study of an early-stage environmental start-up and to generate a business concept aimed at solving an environmental problem.

### MBAG 8616

This course will provide students with an overall framework within which to understand the social/environmental impact of any enterprise, and will then equip students with a practical toolkit they can apply to any entity to gauge its impact, and to manage impact as a strategic asset and/or risk factor.

Students will also explore: measuring general corporate responsibility versus specific impact, the difference between change, “impact” and value; the proper engagement of stakeholders in measurement; how to determine materiality; the landscape of data sources and collection/management tools; and emerging standards and their use within the social capital marketplace.



Taking this course qualifies students who successfully complete it to sit for Social Value International's Certificate on Understanding Social Impact Reporting.

#### MBAG 8621

Corporate Risk Management entails the prevention and detection of fraud and financial crimes. However, it also entails the understanding of and compliance with state and federal laws and statutory regulations. This workshop will introduce students to the legal aspects of compliance with those laws and regulations. The workshop will introduce students to the United States court system (Federal and state) and highlight the differences between criminal and civil liability. It will introduce students to pertinent state and federal laws dealing with corporate compliance and take students through the legal process of addressing an alleged violation of one or more of those laws or regulations. It will familiarize students with the nature of a violation of state or federal laws and regulations, the nature of a breach of a contractual obligation, the legal and procedural steps of litigating such a violation, the determination of damages arising from such a violation, and the possible restitution that might be expected from the perpetrator of such a violation. The workshop will use recent or ongoing state and federal court cases to help familiarize students with the practical application of the subject matter of the workshop.

#### MBAG 8624

NOTE: MBA students will enroll and participate in the second half of the course for 2 credits in track

Coasts are an important source of native species diversity and provide a rich array of ecosystem services to humans. About forty percent of the world's population lives within 100 km of a coast. Urban and economic development over the past fifty years has taken a heavy ecological toll on coasts and they are highly degraded. Going forward, coastal economies, communities and ecosystems are all highly vulnerable to the projected impacts of climate change, including flooding, storm surges, subsidence and sea level rise.

This course provides a foundation in the management challenges and governance frameworks of sustainable coastal management. The central focus of the course is on coastal climate vulnerability and resilience. Taught by a multi-disciplinary team, the course integrates science, economics, and policy perspectives on climate risk, adaptation, and resilience.

Part One examines current policy and legal frameworks for coastal management, explores ecological vulnerability to climate change and considers how current frameworks promote or impede adaptation. Part two examines the socio-economic vulnerability of coastal cities to climate change, explores the benefits and costs of both top-down and bottom-up adaptation options, and considers the role of households and the private sector in promoting community resilience. Many of the readings focus on the California coast but we will examine case studies from other parts of the US and internationally. Students will work in teams to produce a Consultation Practicum and a case study of a coastal city which includes a climate vulnerability assessment and adaptation options analysis.

### MBAG 8627

This course teaches financial and managerial accounting concepts from a management perspective. It is designed to be useful particularly for those who aspire to be managers, management consultants, financial specialists (e.g., controller, financial analyst, auditor), or human resource specialists (e.g., personnel director, compensation consultant). The course highlights the reporting differences among industries, including manufacturing, retailing, and service firms, and regulated and non-regulated firms. Statements of actual companies, with an emphasis on international companies, are used in illustrations and cases. The actual financial statements highlight current financial reporting problems, including comprehensive income, segment reporting, options, post-retirement benefits, and the harmonization of international standards.

### MBAG 8629

The course provides the student with the conceptual framework necessary to appreciate and understand the key financial markets and instruments that facilitate trade and investment activities in a dynamically evolving global financial environment. For this purpose, the course focuses on the global financial environment; the foreign exchange market; the foreign currency options market; the currency futures market; the currency forward market; the currency and interest rate swap markets; the international bond market; the international equity market; international portfolio diversification; and international parity relations.

### MBAG 8633

Students will learn about how social and environmental impacts can be integrated in financial reporting using the International Integrated Reporting Framework's (IIRF) focus on driving long term business value. This course will explore how 'integrated reporting' can educate companies about the ecosystem they are operating in, what their competitive threats are, and how technology and other innovations are impacting their business.

Based on a case study we will demonstrate how environmental, social and economic returns will create value for companies and society at large in terms of economic development and social and environmental justice. We will consider direct benefits for companies and indirect benefits for stakeholders and the use of quantitative indicators, such as monetized metrics, that can be used for internal and external corporate reporting purposes such as Annual, Integrated and Sustainability Reports. Students will also learn how materiality will be applied that gives equal consideration to both positive and negative performance.

As future business leaders, students will learn how this strategic business framework can transform today's culture of quarterly earnings hysteria to long-term value creation.

### MBAG 8642

This course focuses on the theory and application of statistical methods and econometric tools to provide policy analysis. Descriptive statistics are employed to gain an understanding of data and the limits of these statistics. Bivariate regression analysis introduces econometric techniques, focusing on the Ordinary Least Squares (OLS) estimator before moving to multivariate regression analysis. A significant portion of the class focuses on multivariate techniques, to include econometric issues of heterogeneity and serial correlation. The latter part of the course

examines regression analysis with time series data and introduces techniques for estimation with panel data. This course requires the intensive use of an econometric software program, weekly homework, and quizzes.

#### MBAG 8650

The Frontier Market Scouts Fellowship Research Project is one of the Fisher MBA Capstone Program options, also known as the FMS Capstone. It is a project-based course designed specifically for those MBA candidates who are enrolled in the Frontier Market Scouts Fellowship Program and choose to leverage the in-field experience with their FMS placement to achieve the learning goals set by the Fisher MBA Capstone Program. Upon successful completion of the FMS Capstone under the guidance of the academic director, students will fulfill the capstone requirements and earn six academic credits toward the MBA degree.

The FMS Capstone projects are set in collaboration with the Center for Social Impact Learning (CSIL), which aims to advance understanding about the nature of social impact ventures, their environment, organizational behavior and performance, and their externalities, as a way of making significant contributions to the growing impact investing sector. The FMS placements, managed under CSIL, allow the capstone students intimate access to the operations of a social venture, the management, and the ecosystem that may cause the rise or fall of the venture. Each FMS Capstone student is responsible for completing a study of at least one social venture that is related to the FMS placement, so as to help CSIL realize its vision. The student may also complete a comparative study of multiple ventures depending on the nature of the FMS field assignment and/or availability of other FMS Capstone students to collaborate with.

While CSIL is in charge of the FMS placement for the FMS Capstone students, the capstone projects are under the supervision of MBA faculty. The students are expected to assume the responsibility of coordinating with both the CSIL staff and MBA faculty for project related activities and scheduling.

#### MBAG 8651

Every manager needs to understand how markets function. This course applies economic principles to the types of decisions that managers will encounter. That may include understanding how markets function, using different techniques to make optimal pricing decisions, and exploring what shapes supply and demand under different conditions. We will also look at other traditional micro-economic concepts such as price elasticity of demand and income elasticity of demand, production and cost functions and profit maximization.

#### MBAG 8652

This course serves as an introduction into a rapidly growing and exciting world of behavioral economics and finance. The focus will be on identifying and exploring various behavioral biases and responses that systematically shape decision-making processes of individual consumers, small and large companies, investors, as well as complex organizations (e.g. Governments, NGOs, non-profits). Behavioral economics and finance enter all aspects of decision-making involving modern investment markets and organizational structures. Thus, we will look at technical implications of behavioral analysis on asset pricing, development of longer-term trends in investment markets (bubbles, crises, secular market trends etc), as well as applications of

behavioral insights to policy formation and regulation. As tradition of behavioral economics and finance requires, the course will focus on applied analysis and real world case studies, informed by recent events, trends and risks developments, lessons learned from recent crises, as well as on developing our understanding of emerging trends in finance based on our knowledge about behaviorally-motivated choices of investors.

#### MBAG 8655

This course describes practical project management skills needed to successfully lead modern, multi-disciplinary, international projects. A description of the project management cycle is linked to the project lifecycle. Tools that help propel the project management cycle are described and demonstrated, including tools and techniques for managing project complexity, managing virtual and geographically fragmented project teams, tailoring the project scope to satisfy organizational costs and schedule constraints, identifying and proactively resolving potential success conflicts, and providing clarity to a project team. Also, practical methods and tools are presented that develop a prescription for project management development that is optimized for the organization's culture and business environment.

#### MBAG 8656

A graduate-level marketing course offering students practical guidance for analysis and implementation of international business development strategy. Anecdotal-based, course themes include the importance of formal market planning, new market evaluation, cultural considerations, formation of market and channel development strategies and remote versus local management considerations. This seminar course will be largely discussion based to flush out the fundamental market development principles presented in lectures and through the required reading. Significant reading and preparation is required prior to each session. Students will be encouraged to study material in groups in order to understand basic concepts in preparation for class time. The course is meant to provide a vehicle for open exchange of ideas and present the realities of developing international business in today's global marketplace.

#### MBAG 8664

The goal of social entrepreneurship is to enhance the well-being of a disadvantaged target group within society or society as a whole using a hybrid entrepreneurship mode. Amongst other things, the hybrid model includes some of the aspects of commercial entrepreneurship such as an entrepreneurial orientation, opportunity recognition and creating a venture. This course focuses on what it means to be a social entrepreneur (SE). We examine how SEs create a social venture and accomplish their social missions while maintaining financial viability. In essence, we are trying to answer the question "what makes a social entrepreneur successful?" Though this question may seem straight forward, it is not as easy as it seems. As one example, how do we measure success in a way that reflects the complexities of multiple stakeholders and their needs? The course will emphasize immersive learning and will include projects and discussions with social entrepreneurs.

#### MBAG 8674

Big data is at the forefront of importance across many business decisions to include risk management. The challenge is coming up with organized, targeted ways to get at the relevant data among the seemingly overwhelming mass of data to address selected management/business

questions/problems. With technology, big data analytics provides a method/tool to address that challenge. All businesses can become victims of fraud, thereby suffering financial and non-financial (e.g. reputational) losses. Auditors/fraud examiners can integrate big data analytics technology to identify abnormalities and fraudulent transactions to mitigate/stop losses from fraud.

Fraud Data Analytics covers some of the topics covered on the CFE (Certified Fraud Examiner) Exam. Students will learn about different types of occupational (employee/internal) fraud schemes as defined by the ACFE (Association of Certified Fraud Examiners). This course will focus on big data analytics for fraud detection & investigation. Specifically, topics include fraud data analytics for cash skimming & larceny, billing schemes, payroll schemes, expense reimbursement schemes, and corruption. Students will have “hands-on experience” using fraud data analytics software (CaseWare IDEA) to learn how to identify red flags/abnormalities in selected fraud schemes. Cases will be used in the course.

#### MBAG 8672

Starting a new business is exciting for entrepreneurs/start-ups. In order to be successful, among other things, entrepreneurs/small business owners must keep scores of their business performance and maintain sufficient cash flows. Preventing losses from fraud is also important as it can adversely affect both profitability and cash flows of the business. This workshop focuses on accounting and embezzlement prevention for entrepreneurs/start-ups/small businesses. While this workshop is designed for entrepreneurs/small businesses, those who desire to work for non-profits/NGOs may find knowledge and skills learned from this workshop useful in non-profit settings.

#### MBAG 8676

##### Fighting Corruption: PEPs, FCPA & UNCAC

Corruption is a widespread problem that affects both political and economic development throughout the world. This course will look at how corrupt politicians and corporations seem to steal with relative impunity and what mechanisms are available to address and solve this problem. Specific areas of focus include: understanding what is meant by corruption and politically exposed persons (“PEPs”), understanding how offshore secret financial havens work, becoming familiar with enhanced legislative efforts with extraterritorial reach like the Foreign Corrupt Practices Act (FCPA) and the UK Bribery Act, understanding efforts that are underway to recover and return stolen assets, becoming familiar with state-sponsored efforts to address petty corruption, and understanding how organizations can protect themselves from running afoul of new laws designed to prevent corruption.

By the end of the course students will be able confidently claim that they understand compliance with the FCPA and the UK Bribery Act, the asset recovery process (Chapter V of the UN Convention against Corruption), and the risks of working with politically-exposed persons (PEPs).

#### MBAG 8678

This course introduces students to foundations in applied investment analysis relevant for both financial and business managers, investment managers, analysts and marketing/media specialists

covering investment, financial markets and personal finance. The course explores the basic foundations of investment choices, investors' behavior and underlying theoretical models of investment returns, and risks-returns interactions in broadly defined financial markets. The main objective of the course is to introduce the students to a model-based thinking about the financial markets, investors behavior and applied portfolio theory including efficient frontier mathematics and active portfolio management. While most of the emphasis in this class is on traditional investments analysis, we incorporate how accounting for extra-financial risk may alter portfolio selection.

#### MBAG 8679

This course will develop Risk Management approach to Corporate Strategy and Finance, introducing students to the basic corporate Risk Management (RM) frameworks, covering introduction to the risk management framework and applications of the RM approach to corporate strategy and organization. Students will learn how companies structure and deploy RM approach to operational and exchange rate risks management, including Capital Budgeting and Capital Structuring, management of key business risks, leverage risk and agency problems (behavioral economics applications). The course will explore application of the core principles of risk management to achieving the objectives of improving enterprise performance, sustainability and resilience to shocks.

#### MBAG 8681

A team of students works with a sponsoring company under faculty supervision to develop a comprehensive plan for international business development. International business plans emphasize the international and functional dimensions of business. Students operate as members of a multi-cultural team and arrange business project tasks, timelines and responsibilities. Teams work with company sponsors to produce a written project report and a multimedia presentation of their analysis.

#### MBAG 8683

Objectives are:

- Introduce students to supply chains and why they are both important and hard to manage
- Equip students with analytic tools that allow managers to design and operate effective and efficient supply chains
- Put students in position of having to make decisions in simulated supply chain situations
- Acquaint students with different types and designs of supply chains
- Build understanding of supply chain risks and their connection to overall business strategy

#### MBAG 8693

This course will address the key activities involved in delivering management consulting services to multinational corporations. Elements covered will include identifying consulting opportunities, framing the question with the client, developing the proposal, managing the engagement, delivering the results, understanding organizational change implications, managing client relations and client follow-up. The course will be delivered in a case format illustrating how the above elements were used in actual client situations that have been successfully carried out by the professor and his consulting teams. Students will have the opportunity to develop a client proposal and engagement plan.

### MBAG 8686

Marketing research provides decision makers with information to make good marketing-related decisions. When correctly conducted, good marketing research can provide valuable insights into markets, customers, competitors, and the environment within which the firm must operate. Among other things, marketing research can help identify and evaluate marketing opportunities, both in the United States and in other countries, can provide input for strategic development, and help monitor performance. Over the last decade, web analytics has become more important in providing information to make good marketing decisions.

This course teaches you how to evaluate research as well as how to do it. We will examine all the phases of the research process, emphasizing techniques to develop high-quality marketing research. We will place a strong emphasis on creating, administering, and analyzing surveys, and using the information to help marketing professionals to make decisions under uncertainty.

### MBAG 8688

Successful investing is dependent upon the ability to determine the factors that influence the market's valuation of a company... and then judge the accuracy of that valuation. The goal of this course is to demonstrate how Environmental, Social, and Governance (ESG) factors can be used along with traditional financial metrics to assess risks and opportunities confronting firms. As such, this is a course in socially responsible investing taught from a finance perspective. The importance of "extra-financial" factors in evaluating the risks and opportunities confronting the firm is no longer a fringe area for finance professionals. In 2008 the Chartered Financial Analyst's association introduced ESG into their curriculum. According to a Thomson Reuters survey released in May 2009, 84% of global buy-side investors said they evaluate ESG criteria to some degree when making investment decisions. Moreover, institutional investors are increasingly vocal in their demands that ESG risks be disclosed to the SEC. There are three themes to the course: Objectives of business (wealth maximization versus long term sustainability?), the pillars of socially responsible investing and the development of SRI funds.

### MBAG 8694

This course offers a practical, "real world" understanding of venture capital from both the entrepreneur's and the venture capitalist's perspective. It examines how VC investments are evaluated and structured, and explores strategies for attracting and negotiating venture investments. A key focus is on strategically driven, corporate venture investing and the potential tensions and divergence of interests between the entrepreneur and the corporate investor. We also examine alternative models for introducing venture capital funding mechanisms in various European & Asian countries. The course heavily leverages recent Silicon Valley deals, and involves direct student interaction with the actual entrepreneurs, venture capitalists and corporate executives driving these transactions. To emphasize the risky and volatile nature of venture work, we will examine a mix of dramatic success stories, horrific failures and deals where the outcome remains uncertain. The course is a two-day intensive seminar and uses a combination of guest speakers, case studies, discussions, and student presentations. The class is particularly appropriate for those with a strong interest in new ventures and considering careers as entrepreneurs, venture capitalists or corporate development executives.

### MBAG 9617

Jammu-Kashmir Simulation: Developed and facilitated by faculty and staff of the Army War College, this weekend long simulation takes the form of a strategic-level negotiation exercise at an internationally sanctioned peace conference. The conference has been called to break the long-standing conflict in Jammu-Kashmir. Participants role-play members of a diplomatic mission on one of seven negotiation delegations invited to the conference. The teams are charged by their governments with negotiating a solution advantageous to their national interests. Each team is mentored by a member of the university faculty, an invited regional subject matter expert, or a retired U.S. Ambassador. Exercise play is open-ended, run by the participants themselves without injects or predetermined outcomes – the situations are complex enough on their own merits to drive the exercise.

The immersion allows students to experience:

- Regional Situation Analysis
- Negotiation Techniques
- Strategic Thinking
- Leadership
- Planning and Evaluation
- Decision Making
- Team Building
- Time Management

A novel aspect of the simulation is that it will include students from Stanford, the Naval Postgraduate School, and CSUMB.

### MBAG 9621

This course begins with an introduction to financial crime, beginning with traditional money laundering schemes, and then delves more deeply into financial crimes related to trade and investment, such as false trade invoicing, the black market “peso” exchange, the use of high value metals, and sanctions circumvention. Prevailing\* laws, regulations and best practices will be reviewed. Students will look at a few case studies and learn how to spot “red flag” indicators, and conduct a simulation in class. This will require critical thinking. Students will also complete a take-home exercise involving visual presentation skills requiring the ability to convey a complex crime schematically.

This course is designed for students who hope to become financial crime specialists, or merely gain fundamental knowledge of financial crime risks and regulations. This expertise is useful for careers in public or private sector compliance, investigative analysis, trade finance, and security/intelligence.

### MBAG 9631

The purpose of the course is to give students an understanding of how and why governments and businesses interact across a wide spectrum of situations and issues. The course will examine how the structures, environments, interests, agendas and constituencies of businesses and governments shape their relationships and drive outcomes. This course takes a holistic approach to business-government relations. It is meant to give students an understanding of the major



issues within which government and businesses (both U.S. and non-U.S.) interact most intensely and frequently so they can be more successful when they find themselves working at the intersection of those issues. Advocacy and lobbying are part of this, but not the only part of it.

Businesses' interactions with governments represent a major source of potential risk. Knowing how to effectively manage government relations, no matter what the context, is a critical component of corporate risk management and mitigation.

## **NONPROLIFERATION & TERRORISM STUDIES**

### **NPTG 8501**

An introductory survey of research methods, with special attention to how research can be utilized to inform policies related to international security. The course gives particular emphasis to the processes of identifying research topics and designing research projects. It will also address the basic elements of doing policy analysis. Students who complete the course will be able to read with comprehension and critically assess research produced across a wide range of qualitative and quantitative research methods. The course will also address how to write up and present research proposals and finished research products, and will consider the ethics of doing research. The course will be conducted primarily in lecture format, but some class time will also be devoted to exercises that involve active student participation.

### **NPTG 8504**

Understanding the complex dynamics of global politics requires examination of a number of issues and characteristics of the international system. The key objective of this class is to provide students with the ability to approach different perspectives to any global political issue. These elements of the study of global politics include theoretical frameworks and historical trajectories, without which no global issue can be understood adequately. Other topics of discussion will include global governance, transnational global problems, and the international financial system.

The course reflects the evolving nature of international relations, a continuous process since recorded history, which included the rise of the Westphalian nation-state system. The continuous transformation now includes the rise of non-state actors as influential participants and protagonists (not necessarily always benign) in the global system; entities that include terrorist and insurgent groups, non-governmental organizations, multi-national corporations, for example.

### **NPTG 8506**

This workshop is intended to take the student to the next steps beyond what is covered in the Introduction to Science and Technology course. It will provide an intensive exposure (no pun intended) in the fundamentals of nuclear material and other radioactive material, to the hazards of dealing with these materials, and to the effects of the various types of radiation associated with these materials. The student will gain knowledge in the effects of nuclear weapons and radiological weapons (such as radioactive dispersal devices) and the measurements used to discuss and quantify these hazards, such as yield, dose, and the International Atomic Energy Agency's method for categorizing the hazards of radioactive materials.

After completion of the workshop the student should have a basic understanding of fundamental concepts and vocabulary such as half-life, decay modes, decay calculations, and other basic concepts that would assist them in acquiring scientific literacy to prepare them to work in areas that deal with these concepts. The workshop will cover basic calculations to enable the student to perform basic “back of the envelope” assessments of risks and hazards in various simple scenarios of interest and will provide the student with basic documentation that will be useful in performing these assessments.

#### NPTG 8511

From Islam to Islamism: Exploring the Link between Ancient Religions and Modern Extremisms  
What drives Muslim violence? Is there a link between Islam as an ancient tradition and Islamic extremism as a modern political movement? How should we understand the relationship between the Islamic faith and Islamist violence? In this workshop, we will explore the linkages and disjunctures between Islamic traditions and modern extremist practices. We will delve deeply into such concepts as sharia (Islamic law), jihad (holy war), istishhad (martyrdom), and takfir (excommunication). All these ancient concepts are central to modern-day extremism, including their justification of Islamic theocracy, violent rebellion, suicide terrorism, and sectarian genocide. These historic concepts are complex and subject to multiple interpretations, resulting in intense debates about their applicability in the modern era. In this workshop, we will put ourselves in the shoes of classical Islamic jurists, contemporary extremists, and Muslim moderates seeking to debunk present-day radicalism. This dialectic of the ancient and the modern should help us shed light on when religion drives political violence, and when it takes a back seat to worldly causes of extremism.

By the end of this workshop, you should be able to:

1. Identify the major sources of Islamic law (sharia), and explain how classical Islamic jurists developed interpretive approaches to resolve textual controversies in the Quran and the Prophetic traditions (Sunna).
2. Explain the three manifestations of jihad in the Quran, and how early Islamic scholars resolved tensions between peaceful and violent conceptions of jihad.
3. Discuss the difference between martyrdom (istishhad) and suicide in Islam, and how the two concepts were merged into suicidal martyrdom by present-day extremists.
4. Articulate historical and contemporary controversies over takfir (excommunication), and how this concept facilitates Muslim-on-Muslim violence today, including sectarian genocide.
5. Participate in a Red Team (ISIS propagandist) to understand the mindset of ideological extremists and how they deploy ancient texts to motivate modern-day violence.
6. Participate in a Blue Team (State Department Strategic Communication Center) to formulate a counter-ideological campaign to win the war of ideas against violent extremists.

#### NPTG 8512

This course provides a comprehensive introduction to the issues surrounding the regulation and governance of cyberspace. Contrary to John Perry Barlow’s “Declaration of the Independence of Cyberspace” in 1996, cyberspace has become an arena for national and international regulation. Increased awareness of cyber threats and risks resulting in efforts to enhance cybersecurity has only added to this development. This course traces the various regulatory efforts in this space to investigate which institutions, norms, and processes govern the behavior of different actors,

including states, companies, and individuals. Discussions will cover, among other things, Internet governance, norms of responsible state behavior during times of armed conflict as well as during peace time, human rights online, surveillance and data collection, as well as cybercrime.

#### NPTG 8516

This course is devoted to a simulation of the first NPT Preparatory Committee (PrepCom) meeting following the 2015 NPT Review Conference. This PrepCom is likely to be held in New York in spring 2017, and will constitute the first two-week session of the 2020 NPT review process cycle. It will involve multilateral negotiations on the implementation of the NPT, with special reference to issues of nuclear disarmament, nonproliferation, and peaceful uses of nuclear energy. Based on the outcomes of the most recent NPT Preparatory Committee (PrepCom) meetings, but in advance of the 2015 NPT Review Conference, one would expect major debates at the 2017 PrepCom on the subjects of the humanitarian consequences of nuclear weapons, further reductions in all types of nuclear weapons, creation of additional nuclear-weapon-free zones (especially in the Middle East), negative security assurances, nonproliferation compliance, international safeguards, nuclear terrorism, peaceful nuclear uses, and provisions for withdrawal from the Treaty. It remains to be seen if there will be an on-going crisis in Ukraine at the time of the PrepCom, but if there is, it also is apt to impact on deliberations at the NPT negotiations.

Students will assume the roles of delegates to the Rev Con from ten or more states, possibly including Canada, Chile, China, Egypt, France, Indonesia, Iran, Ireland, Japan, Mexico, Russia, South Africa, and the United States. In most instances, delegations will consist of two students. The precise number of states will depend on the size of the class.

The base point for the simulation is the “real world.” Dr. William Potter will be the principal instructor. He will be assisted in the course by other CNS experts, a number of whom also have participated in actual NPT meetings.

- (1) The simulation places a premium on interpersonal skills and oral communication.
- (2) Emphasis will be placed on developing analytical and political skills relevant to operation in a foreign ministry and other national and international organization bureaucracies. The written component of the course will entail preparation of concise policy papers and drafting of international legal texts.
- (3) Students will be required to immerse themselves in the historical record of prior NPT negotiations, especially those related to the 2015 NPT Review Conference.
- (4) Students will become familiar with the process of multilateral negotiations, which places a premium on coordinating positions across and gaining consensus from a large number of states with diverse national interests and objectives.
- (5) Students will be expected to develop an understanding of the multiple expectations of the NPT regime by various states parties and regional groups, as well as to generate constructive ideas to meet the political challenges facing the NPT today.

Course Requirements: By the end of the first three weeks students should be familiar with the evolution of the nuclear nonproliferation regime and the basic domestic political and international security challenges it confronts. Students also are expected to be knowledgeable by

the end of the third week about the principal concerns of the countries they represent with respect to the NPT review process. At a minimum, all class members should have read the following materials prior to the formal initiation of the simulation in the fourth week:

Darryl Howlett and John Simpson, eds., *Nuclear Non-Proliferation: A Reference Handbook* (1992), pp. 15-28, 51-56.

George Bunn, *Arms Control by Committee: Managing Negotiations with the Russians* (1992), pp. 59-83.

Tariq Rauf and Rebecca Johnson, "After the NPT's Indefinite Extension: The Future of the Global Nonproliferation Regime," *Nonproliferation Review* (Fall 1995), pp. 28-42 at <http://cns.miis.edu/pubs/npr/vol03/31/raufjo31.pdf>.

John Simpson, "The 2000 NPT Review Conference," *SIPRI Yearbook 2001*, Appendix 6B, pp. 1-16.

William C. Potter, "The NPT Review Conference: 188 States in Search of Consensus," *The International Spectator*, Vol. 3 (2005). (An assessment of the 2005 NPT Rev Con.)

William C. Potter, "The NPT & the Sources of Nuclear Restraint," *Daedalus* (Winter 2010), pp. 68-81.

Jayantha Dhanapala, "The Management of NPT Diplomacy," *Daedalus* (Winter 2010), pp. 57-67. )

Carlton Stoiber, "The Evolution of NPT Review Conference Final Documents, 1975-2000," *Nonproliferation Review* (Fall-Winter 2003), pp. 126-147.

William C. Potter, Patricia Lewis, Gaukhar Mukhatzhanova, and Miles Pomper, "The 2010 NPT Review Conference: Deconstructing Consensus" at [http://cns.miis.edu/treaty\\_npt/](http://cns.miis.edu/treaty_npt/).

William C. Potter and Gaukhar Mukhatzhanova, *Nuclear Politics and the Non-Aligned Movement* (2012).

Thomas Markram, "The NPT's Review Process and Some Options for Its Further Strengthening by 2015," Unpublished manuscript, 2012.

Gaukhar Mukhatzhanova, *2014 Monitoring Report: Implementation of the Conclusions and Recommendations for Follow-on Actions Adopted at the 2010 NPT Review Conference* at <http://www.nonproliferation.org/2014-npt-action-plan-monitoring-report/>. See also related reports by Reaching Critical Will available at <http://www.reachingcriticalwill.org>.

Gaukhar Mukhatzhanova, "Rough Seas Ahead: Issues for the 2015 NPT Review Conference," *Arms Control Today* (April 2014).

Additional readings will be assigned following the conclusion of the 2015 NPT Review Conference.

In addition, students should all become very familiar with the NPT Briefing Book (2015 Edition) available at [cns.miis.edu/treaty\\_npt/npt\\_briefing\\_book\\_2010/pdfs/npt\\_briefing\\_book\\_full-version.pdf](http://cns.miis.edu/treaty_npt/npt_briefing_book_2010/pdfs/npt_briefing_book_full-version.pdf).

#### NPTG 8517

Jammu-Kashmir Simulation: Developed and facilitated by faculty and staff of the Army War College, this weekend long simulation takes the form of a strategic-level negotiation exercise at an internationally sanctioned peace conference. The conference has been called to break the long-standing conflict in Jammu-Kashmir. Participants role-play members of a diplomatic mission on one of seven negotiation delegations invited to the conference. The teams are charged

by their governments with negotiating a solution advantageous to their national interests. Each team is mentored by a member of the university faculty, an invited regional subject matter expert, or a retired U.S. Ambassador. Exercise play is open-ended, run by the participants themselves without injects or predetermined outcomes – the situations are complex enough on their own merits to drive the exercise.

The immersion allows students to experience:

- Regional Situation Analysis
- Negotiation Techniques
- Strategic Thinking
- Leadership
- Planning and Evaluation
- Decision Making
- Team Building
- Time Management

A novel aspect of the simulation is that it will include students from Stanford, the Naval Postgraduate School, and CSUMB.

#### NPTG 8527

The course explores classical films, features and documentary, which address fundamental issues involving both nuclear weapons and terrorism.

#### NPTG 8529

A tabletop exercise (TTX) is a guided discussion of a scenario—a time-compressed sequence of events—that facilitates group problem solving. TTXs are particularly advantageous to governmental and nongovernmental organizations, as well as private businesses because they permit participants to practice response to high-consequence/low-frequency problems. Based on results from a TTX, organizations can develop new plans, or enhance existing plans, for how they will meet the challenges of catastrophic events such as floods and fires, disease outbreaks, sabotage of facilities, and others. Public agencies and private sector entities alike have to ensure business and service continuity, as well as protecting the safety and security of employees, during times of duress, and thus all can benefit from testing their preparedness and response plans using TTXs. Given their utility in illuminating anticipated performance, expectations, and assumptions, TTXs can be also useful in many other situations that would benefit from enhancing teamwork and multi-agency collaboration while assessing the content of plans and policies. Following successful completion of this workshop, students will be able to plan, execute, and evaluate a TTX, as well as make appropriate decisions regarding when and where it is an applicable tool for planning and response purposes.

This workshop includes a tabletop exercise discussion demonstration activity. Students with a special interest in or an aversion to the topic are advised that the Spring 2017 scenario for this activity will be an active shooter event on the MIIS campus.

#### NPTG 8530

The media and terrorism are soul mates-virtually inseparable – terrorist spectacles are high profile, ratings-building events. This course examines the interplay of terrorism, the media, publics and the political process in the Middle East. We will look at how the media shapes and is shaped by terrorism and the concepts and theories relating to terrorism and the news production process, the agenda-setting nature of the news media, the interrelationship between journalists and public officials, media and terrorism. This course evaluates how different media sources provide information about terrorism, and the institutional arrangements between the media and governments, particularly in the aftermath of the Arab Spring.

#### NPTG 8531

The goal of this workshop is to hone students' professionally-relevant, policy-oriented communication abilities, including memo writing and briefing. The course will include a combination of lectures, seminar-style discussion, small working group engagement, and individual student work.

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#### NPTG 8533

This course serves to introduce students to the increasingly important role of overhead reconnaissance and imagery analysis in nonproliferation. Students will receive a background in the rise of commercial satellite imagery and its open-source intelligence applications. They will learn basic techniques for identifying nuclear- and missile-related facilities by using their knowledge of how these facilities work, ground photos, and crowd-sourcing. Students will also learn how to order and manipulate satellite imagery in Google Earth and SketchUp in order to derive new value-added information for their research.

#### NPTG 8534

This course will examine the evolution of US approaches to international terrorism from the emergence of terrorism as a global phenomenon in the 1960s through the challenges of today. Students successfully completing this course will be able to:

- Understand the evolution of US approaches to terrorism.
- Appreciate the roles of perception, contingency and foreign actions in shaping US counterterrorism policy.
- Analyze the roles of intelligence and technology in shaping US policy responses to terrorism.
- Analyze the interplay between the White House and the constituents of the National Security Council.
- Appreciate the human factor, especially the strengths and weaknesses of the US president, in policy outcomes.
- Appreciate the role of domestic politics in US counterterrorism policy.

- Acquire competencies (knowledge, skills and attitudes) to participate effectively as an analyst or decision maker.

#### NPTG 8536

##### Warning, Surprise and Deception: Topics in Intelligence Practice and Policy

Since 9/11 the public and even national security experts have demanded a lot of government intelligence services. This workshop uses historical case studies from various countries to introduce the basic concepts of the secret world. Through lectures and role-playing exercises, the instructor seeks to help students develop the skills necessary not only to understand the limits of intelligence-gathering institutions but to make best use of their product.

This course situates the study of terrorism as a tactic of insurgency in the media age, explains why a cleric in Yemen has global influence, and why the United States and its allies are engaged in a global counter-insurgency operation, also known as fourth generation warfare. Drawing on general security studies frameworks, it allows students to understand the evolution of terrorist tactics and how they compare to or combine with other forms of political violence. For example, is ISIS a terrorist group, a guerrilla insurgency, or a government? Did it emerge as a key group because of state weakness in Syria and Iraq, because they are skilled tacticians in kinetic warfare, or because of the effectiveness of their communications and recruitment strategies?

Understanding terrorism and insurgency as a political process allows one to evaluate the full panoply of causes of terrorism, as well as the variety of policies that need to be in place to counter it—ranging from intelligence gathering and the prevention of radicalization, to kinetic force, to state-building and international coalition building.

#### NPTG 8547

This workshop is an introduction to open source data analysis used in the context of nonproliferation and terrorism studies. The workshop will have both policy lectures as well as hands-on training in the computer lab. The workshop is designed as an overview of data analysis techniques and open source tools with an emphasis on practical application. Students will apply structured intelligence analysis methods using deep web searching, crowdsourcing, text and data mining, and network analysis. The workshop includes a final project where students will gather actual data, analyze it with techniques and tools learned, and present their results.

#### NPTG 8548

The Chemical Weapons Convention is the first global international disarmament treaty, which deals with chemical weapons as one category of weapons of mass destruction, and entered into force on 29 April 1997. This treaty prohibits development, production, stockpiling and use of chemical weapons, and is dealing with their destruction.

The Convention has four pillars – Destruction of chemical weapons and existing stockpiles, Non-proliferation, Assistance and protection and International cooperation. The assistance and protection issues are addressed under Article X. The Convention's provisions on assistance and protection have become more significant in terms of the security of Member States. Each Member State has the right to ask for assistance in case of the use or threat of use of chemical weapons, or feels threatened by activities prohibited by Article I of the Convention. The OPCW has the obligation to deliver assistance to a country in need. This assistance may consist of

equipment of different types, military or civilian units and expert advice. The enhancement of the Member States' protective capacities against CW and the effective functioning of the Convention's mechanism for the provision of assistance are indispensable safeguards.

#### NPTG 8549

This workshop will examine human trafficking as an emerging public issue, while focusing on the real-world challenges to identifying and rescuing victims, prosecuting traffickers, while also addressing the socio-economic and cultural dynamics that are leveraged by traffickers. This course will focus heavily on the multi-disciplinary, victim-centered approach promoted through international and domestic anti-human trafficking protocols and policies, including the Trafficking Victims Protection Act of 2000 and the subsequent reauthorizations.

The course will include an examination of relevant existing data, types of trafficking, legal definitions, domestic and international efforts to combat trafficking, challenges faced by law enforcement, the nexus between trafficking and other transnational crime, the role of traditional NGOs and social entrepreneurs, and corporate social responsibility. Finally, we will examine potential career opportunities related to combating human trafficking and the leadership, collaboration and consensus-building skills necessary for success, whether working in the global arena or for a local agency.

#### NPTG 8550

##### Creativity In Fighting WMD Terrorism

The goal of this workshop is to develop the skills necessary for creative thought needed to solve hard problems faced by the WMD Counter Terrorism community. This workshop will discuss various ideation techniques and apply these techniques across the spectrum of WMD Terrorism threats. Students will participate in different ideation techniques as it pertains to solving WMD Terrorism problems. Students will use the techniques taught in the workshop and work in small groups to develop an innovative concept that can improve the WMD Counter Terrorism community's ability to identify, mitigate or prevent WMD Terrorism threats. For example, students may develop a concept utilizing new developments in science and technology, identifying new methods to counter violent extremism, or developing novel solutions to increase international cooperation on WMD security and terrorism issues.

#### NPTG 8556

This course surveys the foundations and principles of domestic and international security law, including the nature and sources of international law; search and seizure; the constitutionality of select terrorism-related practices; immunity; human rights; criminal procedure; and law of the sea. An additional course component is the examination of the historical, political, and ideological motivations behind security law for students to better appreciate the political instrumentality involved in international matters.

#### NPTG 8555

This workshop is designed to provide understanding of the motivations of a state – in this case, Pakistan – that chooses to develop nuclear weapons despite severe political and economic conditions as means to redress its acute sense of insecurity.



Pakistan's steadfast attachment to nuclear weapons is a product of its decades-old struggle to improve its precarious security predicament vis-à-vis India; a stronger and increasingly assertive neighbor. Over three decades since the original decision was made by Zulfikar Ali Bhutto to initiate the bomb program, Pakistan has struggled through an extraordinarily difficult set of regional and international security problems in which its nuclear weapons posture was minimally commensurate to the array of threats. Today a staunch belief in the invincibility of its nuclear weapons, as the ultimate guarantor of national survivability, is central to Pakistan's national security policy.

The security landscape around Pakistan is changing fast, and the transformative shifts in the international and regional environments are creating new predicaments and imperatives for Pakistan's defense and security as it modernizes its armed forces and refines its nuclear strategy and force posture. The workshop provides the historical context that led to Pakistan's decision to go nuclear, and explains the driving factors that affect its present and future policies. It will help develop understanding how and why international efforts and non-proliferation regime failed to stop Pakistan's quest from acquiring the nuclear capability and how it transitioned into becoming an advanced nuclear power. Finally, it will analyze the role of nuclear weapons in Pakistan's security policy and its impact on regional security dynamics.

This workshop is developed from the instructor's military, diplomatic, and scholarly experience – that includes contribution to Pakistan's nuclear policy, strategic planning, and active participation in international negotiations on arms control and disarmament issues. The workshop will mainly derive from the experience of last two decades in which he was intimately involved in nuclear policies and subsequent life as scholar.

This workshop is premised under the assumption that the student maintains a baseline understanding of nuclear technologies, non-proliferation regimes, and norms and basic knowledge of history of South Asia. Students are encouraged to read author's book *Eating Grass: The Making of the Pakistani Bomb* (Stanford University Press, 2012).

#### NPTG 8557

international law of treaties; the role of the United Nations; domestic nonproliferation policymaking structures and processes; the roles of the executive and legislative branches of government; the utility of international nonproliferation sanctions; the legality of the use of force to combat proliferation; legal solutions to the problem of nuclear smuggling; the effectiveness of multilateral safeguards and inspections; and rules governing civilian commerce in nuclear goods. Attention will be given to examining the hierarchy of legal instruments; mandatory versus voluntary measures and the evolution of norms and customary law; the interaction of international agreements and domestic law; and the interplay of programs, mandatory rules, and discretionary policy. In addition, the course will also explore the impact on the effectiveness of law-based nonproliferation measures of gaps in their scope, acceptance, implementation, and enforcement.

The course will be conducted using both the lecture and classroom exercises, and active student participation is both encouraged and required.

#### NPTG 8558

This course is a comprehensive introduction to the study of Israel's nuclear history and policy within the broader context of understanding the nuclear dimension of Middle East politics. The course focuses on the uniqueness and the exceptionality that constitutes Israel's nuclear history and policy. By that uniqueness we mean the original policy which Israel devised to acquire and possess nuclear weapons that ultimately made Israel an exceptional case both vis-à-vis the United States non-proliferation policies and vis-a-vis the non-proliferation regime. That policy is known as Israel's policy of "nuclear opacity" or "nuclear ambiguity," under which Israel has never officially acknowledged to acquire or possess nuclear weapons, even though since 1970s Israel is universally presumed as a nuclear weapons state. The course ends with reflections about challenge that Israel's nuclear uniqueness poses both to the United States nonproliferation policy and the non-proliferation regime as a whole.

#### NPTG 8559

This course provides students with a solid foundation in scientific and technical fundamentals critical to nonproliferation and terrorism policy analysis. Such policy analyses often require strong foundational knowledge of basic scientific and technical concepts in order to understand, create, and inform policy decisions. The course begins with an introduction to science and the scientific method and then evolves into the three main areas: biological weapons, chemical weapons, nuclear weapons and relevant technologies. Topics covered in the biological component include fundamental concepts related to microorganisms, DNA, RNA, proteins, and processes of infection and disease. Topics covered in the chemistry component include fundamental concepts related to atomic structure and the periodic table, chemical structural representations, functional groups, reactivity, toxicity, as well as modern separation, purification and analytic techniques commonly used for chemical species. Applications of the fundamental concepts in the first two topics are further developed in relation to features of chemical and biological weapons and warfare, including agents, delivery methods and effects. Topics covered in the nuclear component part of the course includes radioactivity, uranium, nuclear weapons, radiation detection instrumentation and applications, environmental plumes, and various instrumentation and analysis techniques. Upon completion of this course students will have a deeper appreciation for the debate on various verification solutions that have been proposed for compliance under the Biological and Toxin Weapons Convention (BWC), Chemical Weapons Convention (CWC) and nuclear treaties.

#### NPTG 8563

This course, on the evolution of Chinese nuclear policy, is divided into three parts. The first part outlines early Chinese attitudes to nuclear weapons, proliferation and disarmament, prior to and immediately following China's nuclear test in 1964. The second part examines enduring concepts in Chinese nuclear policy, such as No First Use, and introduces students to important debates in China since the 1980s on nuclear deterrence. The third part focuses on contemporary issues and challenges that shape Chinese nuclear policy, from ballistic missile defense, to the South Asian nuclear tests in 1999, and the North Korean nuclear crisis. The nature of the US-China nuclear relationship will also be explored. The principal objective of the course is to give students a better understanding of China's nuclear policy, both past and present. A secondary objective is to introduce to students key literature and sources, both in English and Chinese, on this issue.

#### NPTG 8574

This course provides a comprehensive introduction to the issues surrounding the proliferation of nuclear, biological, chemical, and radiological (NBCR) weapons and their means of delivery, the consequences of proliferation, and means to stem it or ameliorate its dangers, including:

- Nuclear, biological, chemical, and radiological weapons technologies
- Means of delivery, including ballistic and cruise missile technology
- Alternative perspectives on the dangers of proliferation and the utility of the term “weapons of mass destruction” (WMD)
- Factors affecting why states do or don’t pursue and obtain nuclear, biological, chemical, and radiological weapons and their means of delivery
- Potential and actual non-state actor pursuit, acquisition, and use of NBCR weapons
- Profiles of key countries and their NBCR programs and policies
- Deterrence vis-à-vis states and non-state actors
- Counterproliferation, including the possible use of force
- The nuclear nonproliferation regime, including the Nuclear Non-Proliferation Treaty (NPT) and the International Atomic Energy Agency (IAEA) safeguards system
- The Biological and Toxin Weapons Convention (BWC)
- The Chemical Weapons Convention (CWC)
- Missile control regimes and other export control arrangements
- Cooperative threat reduction and various post-9/11 initiatives
- Alternative futures, including new nuclear abolition debates

#### NPTG 8584

This course is designed to provide a critical introduction to the subject of terrorism, an often misunderstood phenomenon that has assumed a particular salience in the wake of 9/11. Its aim is to clarify fundamental definitional and conceptual problems, introduce students to the burgeoning literature on the subject, describe basic terrorist organizational and operational methods, survey a wide range of terrorist groups and ideologies, examine certain high-profile terrorism themes, and tentatively assess the nature of the threat posed by terrorists to global security in the future.

#### NPTG 8602

This course explores the nuclear dimension of three Middle East wars: 1967 (Six Day war), 1973 Yom Kippur War and 1991 (The First Gulf War). The course examines the role that nuclear weapons play in all three wars, and the implication on deterrence and regional stability and security.

#### NPTG 8605

The Comprehensive Test Ban Treaty (CTBT): Policy and Technical Issues

This workshop will review the history of weapons testing and agreements leading up to the Comprehensive Test Ban Treaty (CTBT). The CTBT and its organization (CTBTO) will be examined from both policy and technical perspectives, along with an analysis of subcritical testing and other CTBT-related issues of nonproliferation importance that may remain even if the CTBT comes into force.

#### NPTG 8610

The counterterrorism seminar is designed to address the challenges of terrorism in the current and future global security environment in a participatory format. Specifically, the seminar briefly reviews the threat terrorism poses to liberal democratic states, citizens and policymakers, then explores how liberal democracies can best predict, prevent, preempt and, if necessary, directly combat terrorism and terrorists. The course will assess the history and future of terrorism; analyze terrorist and state strategies; and then focus on the tools to fight terrorism - military, intelligence, police, diplomatic institutions and approaches; the "targets" of counterterrorism - leaders, finances, safe havens, networks, ideologies; and the technologies used to counter terrorism - drones, social media, and more. Case studies and simulations will be used throughout the course.

#### NPTG 8621

This course begins with an introduction to financial crime, beginning with traditional money laundering schemes, and then delves more deeply into financial crimes related to trade and investment, such as false trade invoicing, the black market "peso" exchange, the use of high value metals, and sanctions circumvention. Prevailing\* laws, regulations and best practices will be reviewed. Students will look at a few case studies and learn how to spot "red flag" indicators, and conduct a simulation in class. This will require critical thinking. Students will also complete a take-home exercise involving visual presentation skills requiring the ability to convey a complex crime schematically.

This course is designed for students who hope to become financial crime specialists, or merely gain fundamental knowledge of financial crime risks and regulations. This expertise is useful for careers in public or private sector compliance, investigative analysis, trade finance, and security/intelligence.

#### NPTG 8625

This seminar aims to examine moral dilemmas that have confronted us throughout the nuclear age as well as in the current war with terrorism. The seminar will start by exploring the basic concepts of moral thinking and the principles of the "just war tradition." Then we explore how and to what extent the tools and concepts of "just war tradition" apply to the fundamentals of contemporary world—the nuclear age on the one hand, and the war on terrorism on the other. As such, we will examine historical cases and practices involving both nuclear weapons and terrorism: from the "decision" to drop the first atomic bombs on Hiroshima and Nagasaki, the practice of nuclear deterrence, through the morality of interrogation methods, intelligence gathering, and targeted assassination as tools against terrorism.

#### NPTG 8626

Strategic trade controls -- which include export, brokering, transshipment and transit controls, as well as supply chain security issues -- are important tools in international nonproliferation efforts. These controls when used effectively can raise the cost of WMD acquisitions, prolong the time needed for development, and deny proliferant actors easy access to items and technologies necessary for WMD programs.

This seminar will focus on four important issues. One is how states balance between the pursuit of wealth and security. Second is the issue of cooperation among states on nonproliferation-related trade controls in light of a globalized economy. The third is the effectiveness of strategic trade controls as instruments in supporting nonproliferation objectives given the changing nature of technology and the global trade environment. The theoretical debate on these issues continues to revolve around the question of how states initiate, implement, and sustain international cooperation against the competing pressures of trade, domestic politics, and national security. Finally, the course will engage trade control practitioners from government agencies and industry as guest speakers and facilitators in order to fully understand how the issues surrounding strategic trade control impact the trade and security communities in today's changing world.

#### NPTG 8632

This seminar is designed to provide an in-depth examination of certain key aspects of contemporary terrorism, and is specifically intended for graduate students who have already taken lecture-oriented undergraduate or graduate courses dealing with terrorism. The class will be divided into three separate portions. During the first portion, after a session devoted to the provision of basic information about terrorism, terrorism research methods, "light" and "dark" green environmentalism, and whether militant defense of the environment and "ecotage" fall into the category of terrorism, everyone in the class will read chapters from a series of important recent books that deal with radical ecology and animal rights organizations, as well as ideological treatises produced by activists associated with those milieus. Given that the FBI has identified eco-radical groups as a significant domestic terrorist threat, rightly or wrongly, it is necessary for every student interested in terrorism to become more knowledgeable about the ideologies, agendas, and activities of the "primitivist," deep ecology, and animal liberation groups that promote and employ certain forms of violence. During the brief second portion of the course, students will spend their time working independently on the individual research topics they have selected, which can deal with any aspect of environmentalism or terrorism that interests them. During the third and final portion, each student will give an oral report in class to present and analyze his or her research findings, which will then be discussed by the entire class. Near the end of this last portion of the class, if not earlier, students must submit their completed research papers. The course requirements are as follows: regular attendance and active participation in class discussions (30% of grade), an oral report to be delivered in class (30% of grade), and/or a 15-20 page research paper (40% of grade).

#### NPTG 8633

This seminar is designed to provide a more in-depth examination of transnational jihadist organizations and networks with a global agenda, and is specifically intended for graduate students who have already taken lecture-oriented undergraduate or graduate courses dealing with terrorism. The class will be divided into three separate portions. During the first portion, after a session devoted to the provision of basic information about terrorism, terrorism research methods, Islam, and Islamism, everyone in the class will read chapters from a series of important recent books that deal with global jihadist networks and their objectives. Given the threat that such networks and their supporters currently pose to the security of the West, Russia, India, various states in Asia, and moderate Muslims everywhere, it is necessary for every student interested in terrorism to become much more knowledgeable about the jihadist agenda. During the second portion of the course, students will spend their time working independently on the

individual research topics they have selected, which can deal with any aspect of terrorism that interests them. During the third and final portion, each student will give an oral report in class to present and analyze his or her research findings, which will then be discussed by the entire class. Near the end of this last portion of the class, if not earlier, students must submit their completed research papers. The course requirements are as follows: regular attendance and active participation in class discussions (30% of grade), an oral report to be delivered in class (30% of grade), and a 15-20 page research paper (40% of grade).

#### NPTG 8634

This seminar is designed to provide an in-depth examination of certain key aspects of contemporary terrorism, and is specifically intended for graduate students who have already taken lecture-oriented undergraduate or graduate courses dealing with terrorism. The class will be divided into three separate portions. During the first portion, after a session devoted to the provision of basic information about terrorism and terrorism research methods, everyone in the class will read chapters from a series of important recent books that deal with apocalyptic millenarian groups and their objectives. Given the fact that groups of this type have periodically carried out serious acts of violence, either against “evil” outsiders or their own members, it is necessary for students interested in terrorism to obtain some knowledge about their characteristics. During the second portion of the course, students will spend their time working independently on the individual research topics they have selected, which can deal with any aspect of terrorism that interests them. During the third and final portion, each student will give an oral report in class to present and analyze his or her research findings, which will then be discussed by the entire class. Near the end of this last portion of the class, if not earlier, students must submit their completed research papers. The course requirements are as follows: regular attendance and active participation in class discussions (30% of grade), an oral report to be delivered in class (30% of grade), and a 15-20 page research paper (40% of grade).

#### NPTG 8639

This seminar examines deterrence and other strategies for responding to security threats, with a focus on how those strategies might be adapted to deal with the dangers posed by terrorism and WMD proliferation. The course will survey existing research on deterrence and various alternative policy tools such as coercive diplomacy, assurance, positive incentives, and soft power. It will introduce some of the latest thinking about whether these tools are useful for influencing actors away from support for terrorism or WMD acquisition or use.

#### NPTG 8645

Throughout the nuclear age – from the Manhattan Project to our own challenge of assessing with Iran’s nuclear program – the history of nuclear proliferation intelligence has been largely an history of failures. No doubt, intelligence about nuclear proliferation is a tricky business. And yet policy makers do need intelligence to make decisions on proliferation matters.

The seminar is both a study of one generic problem, and also a story of a history of that problem. Understanding the complexity of the problem defines our historical survey, while history will be also an aid to appreciate better the problem. In a way, the seminar’s overall interest is to narrate and revisit the history of nuclear proliferation from the perspective of problem of intelligence.

The course examines the problem of nuclear intelligence by revisiting key cases in the history of nuclear proliferation: Germany in World War II, the Soviet Union in the mid-late 1940s, the early NIEs on proliferation, Israel in the late 50s and the 1960s, India in 1974, Pakistan in the 1980s, South Africa in the late 1970s and 1980s, Iraq (twice) in the 1980s, India (second time) in 1998, and Iran today.

#### NPTG 8650

This course provides an overview of U.S. national security policy formulation and related intelligence analysis as these apply to the nonproliferation domain. It examines the foreign policy roles and powers of key governmental actors: the president, executive branch departments and agencies, and Congress. It also addresses the characteristics and foreign policy influence of non-governmental actors: interest groups, the media, and public opinion. With this policy context as backdrop, students will then delve more extensively into the role of intelligence analysis in addressing proliferation threats. The class will provide information about the organizations that make up the U.S. intelligence community; the process by which raw information may become an intelligence assessment; and the various pressures and dynamic existing within the intelligence community. The class will also examine several cases, such as the South Asian nuclear weapons tests, North Korean uranium enrichment activities, accounting for Iraq's WMD, and Iran's uranium enrichment development efforts, where the intelligence community appears to have failed or at least faltered. Using these case studies, we will examine the reality and the fallacies underlying this perception.

#### NPTG 8654

The idea of security is experienced or defined very differently in different quarters of the Middle East. If you are, say, in Mosul or Baghdad, in Damascus or Aleppo, in Gaza or Hebron, in Jerusalem or Kfar Etzion or Tel Aviv, in Amman or Beirut, in Cairo or El Arish, in Doha or Riyadh. Each of those places stimulates a different sense of security, in the personal or collective sense, and yet their overall security discourse is interconnected. The overall discourse on security in the Middle East is influenced, affected, interrupted, and shaped by what is going on in the region. They represent different facets of the larger issue and discourse of security in the Middle East.

The seminar will address the issue and the discourse of security in the Middle East, with stress on the two sides of the spectrum, from weapons of mass destruction (WMD) to acts of terrorism. We will look at the issue of security from both the national and the regional levels.

The seminar's fundamental starting point is that to understand the issue of security in the region one must examine the broader historical fundamentals of the region. Religion, ethnicity, ideology, identity and, of course, politics are all closely related to the broader issue of security. Those issues are at the core of all regional conflicts as well as global terrorism; those issues shape the making of the modern Middle East. For this reason the seminar begins with a broad introduction on the making of the modern Middle East. Among the basic themes to be discussed in that introduction are:

- the idea of the "Middle East" as a distinct geo-political region;
- the fundamentals of the region: the religious, ethnic, and linguistic composition of the Middle East;

- The split Sunni versus Shia
- Islam as the major religion of the Middle East;
- the collapse of the Ottoman Empire as the cradle of the modern Middle East;
- the formation of the state system in the Middle East;
- the rise of political Zionism,
- the birth of the Arab-Israeli conflict;
- the rise of modern Iran;
- the creation of Modern Saudi Arabia and the Gulf;

Then, and against this introductory background, the seminar will examine the issue of contemporary security in the Middle East from both national and regional perspectives. We will look at the issue of security in the cases of the major states in the Middle East: Egypt, Iraq, Saudi Arabia, Syria, and Israel. As it turns out, those countries –each in its unique way -- struggle now with issues of national identity and ideology that shapes their sense of security or lack therein.

The final part of the seminar will deal with regional issues involve regional security, WMD and ISIS. We will review not only the formation of the nuclear order in the Middle East where is Israel maintains a “benign monopoly” but also the history of the efforts to constrain and control the spread of WMD in the region, and why those efforts turned out not to be successful. The seminar will end by discussing the history as well as the desirability and feasibility of the efforts to establish the Middle East as WMD free zone.

#### NPTG 8658

The goal of this seminar is to develop the skills necessary to analyze the motivations and capabilities of non-state actors to acquire and use weapons of mass destruction (WMD), more specifically chemical, biological, radiological and nuclear (CBRN) weapons and materials, for terrorist purposes. Through class discussions, simulation exercises, and individual research, students will review the technical aspects of CBRN, examine the history of CBRN use by terrorists, assess CBRN terrorism threats and vulnerabilities, and assess policy responses to CBRN terrorism. Students are required to have substantial background knowledge of either CBRN or terrorism before joining the seminar.

Students will prepare weekly short memos, conduct group work for integrative simulation exercises, prepare an independent research project, and have various presentation opportunities.

#### NPTG 8662

The MANPTS Honors Thesis is a highly selective program through which a limited number of students will design and conduct individual research projects of professional length, scope, and quality under the guidance of a faculty advisor. Applications for the honors thesis will be accepted in the Spring from students in their second or subsequent semesters in the NPTS MA program who are currently maintaining a GPA of 3.7 or higher. Applications will require a personal statement, academic transcript, sample of research writing, proposal for the thesis, and recommendation from a member of the faculty or research staff. In recommending a student for the honors thesis, a faculty or staff member must agree to serve as the student’s thesis advisor if the student is selected for the program. The NPTS Program Chair will appoint a selection



committee composed of NPTS faculty and staff from the appropriate MIIS research centers to review applications. Students will be selected for the honors thesis on the basis of GPA, demonstrated proficiency in research and analytical writing, and any other relevant criteria as determined by the selection committee. Throughout the Fall semester, thesis advisors will provide students enrolled in IPOL 8610 with individualized supervision of their thesis projects in a manner similar to a directed study. Thesis advisors will set a schedule for research and writing of the thesis and will meet with students as needed to review progress and provide comments and advice. At the end of the Fall semester, students will present their projects to the Monterey Institute community in a symposium at which invited experts will provide comments and suggestions for further development and publication of research.

#### NPTG 8668

Terrorist violence has persisted in various parts of South Asia for several decades. A variety of interconnected reasons can be assigned to this phenomenon – state sponsorship, separatist tendencies, religious and sectarian divides, and political meddling. Terrorism in South Asia is also a crucial concern because of its broader connections to extra-regional terrorist networks. The two dominant states in South Asia possess nuclear weapons and have a long history of military conflict and have periodically experienced crises situations provoked by terrorist attacks. Additionally, the history of proliferation networks and concerns over Pakistan’s nuclear security further exacerbate the threat perception from terrorist networks.

The object of this course is to understand the causes and dimensions of terrorism in South Asia and to analyze positions adopted by the involved parties, state and non-state. From the policy perspective, this is essential toward formulating responses to terrorism in the region. South Asia is conventionally defined as the region comprising the countries of India, Pakistan, Bangladesh, Nepal, Sri Lanka, Bhutan and the Maldives. But for the purposes of this seminar we will also look at developments in Afghanistan (generally considered as South-West Asia), given its crucial links to terrorism issues in South Asia.

#### NPTG 8674

Various parts of South-East Asia have been plagued by terrorist violence in recent decades. South-East Asia refers to the region eastward from Burma/Myanmar till the Philippines. This course studies the phenomenon of terrorism in countries of the region such as Thailand, Indonesia, Malaysia and the Philippines. Some of the groups that this course examines include – Jemaah Islamiyah, Abu Sayyaf, Moro Islamic Liberation Front – their objectives, characteristics, composition, ideologies, tactics and fund-raising. Apart from these cases, the course also examines thematic issues such as the prospect of WMD terrorism and proliferation of WMD materials, maritime terrorism and piracy, and U.S. policy on counter-terrorism in South-East Asia. We also discuss connections between groups in South-East Asia and regional and global terrorist groups elsewhere, such as Al Qaeda and the Taliban. In order to have a comprehensive picture of non-state security threats in the region, the course also examines the various insurgent movements in Myanmar. Finally, given the close security dynamics between Australia and South-East Asia, this course also looks at terrorism-related issues in Australia.

#### NPTG 8683

In the realm of weapons of mass destruction (WMD), South Asia is one of the key regions of analysis. This course takes a comprehensive look at the role of WMD in the strategic thinking of various actors involved in the South Asian security framework. It is important to note that South Asian nuclear issues cannot be studied in isolation from other regional and global dynamics. States such as the U.S., China, and Russia are crucial players in the South Asian strategic framework. The course examines various reasons behind WMD acquisition by India and Pakistan, concentrating especially on nuclear weapons. These factors include threat perceptions, domestic imperatives and nationalistic attitudes. A key element of nuclear weapons programs is the development of effective delivery systems such as missiles and aircraft. Analysis of such programs provides an indicator of current and future strategy. In this context, both India and Pakistan have made major strides in their cruise and ballistic missile programs to make their nuclear strategy more credible. At the same time, neither side has a clearly enunciated nuclear doctrine, although attempts have been made in this direction. This is crucial in context of a reliable command and control system and for crisis stability. Another major issue covered in this course is the proliferation of WMD materials to non-state actors or aspiring nuclear states by proliferation networks connected to South Asia. Relatedly, policymakers in the region and elsewhere are also concerned with the danger of nuclear terrorism. These are some of the prominent issues concerning weapons of mass destruction in South Asia. The two sides have periodically taken steps to prevent nuclear crises situations. Apart from nuclear weapons, this seminar also examines chemical and biological weapons policy in the two countries.

#### NPTG 8684

During the last 35 years, accusations have been made that various nations and terrorists have employed biological, chemical, and toxin weapons in international warfare, internal conflicts, or terrorist operations. Most prominently, in the 1980s the UN found conclusive evidence that Iraq has used chemical weapons against Iran and, eventually, Iran answered in kind. Twenty-seven years later, Syria used chemical weapons against insurgents and civilians. Returning to Iraq, in addition to its chemical weapons, Iraq had a sizeable biological weapons program; and the Soviet Union secretly instituted the world's largest and most sophisticated biological warfare program before its dissolution in late 1991. As for terrorism, the Aum Shinrikyo developed and used both biological and chemical weapons during 1991-1995; while scientist Bruce Ivins appears to have sent envelopes containing *Bacillus anthracis* spores to various public figures during September-October 2001; and the al Qaeda leadership has made clear that it seeks to acquire all types of weapons of mass destruction. In view of these developments, security experts active in the international arena ought to be familiar with the health and environmental effects of these weapons, circumstances which favor their use, the international laws that seek to prevent these weapons from being used and, when laws fail, how to determine whether one of these three weapon systems has indeed been used and the appropriate response to their use.

#### NPTG 9510

This course is designed to provide the student with a basic knowledge of current issues of cybersecurity and international efforts to create international norms and agreements in cyberspace. The course will initially cover fundamental technical aspects of cyberspace in order to provide the student with a basic overview and vocabulary of technical issues. Cybercrime, cybersecurity, and various aspects of cyberwarfare will also be considered. The international

aspects of these various cyber issues will be examined in the context of existing international law and prospective international agreements that states may agree to in order to control issues such as cybercrime and cyberespionage.

#### NPTG 9550

There are some 28 definitions of cyberspace, nearly all of which involve some form of digital networks. Digital networks are essential to the conduct of humanitarian operations. Such operations fall into three broad categories: (1) Preparations to improve humanitarian environments, such as capacity building, developing community and individual resilience, and conflict avoidance; (2) crisis activities, including disaster relief (domestic and foreign) and conflict resolution; (3) long term humanitarian activities, such as humanitarian assistance, peacekeeping operations, support to refugees and internally displaced persons, setting conditions for elections and return to civilian government, and foreign aid. The ability to disrupt, or support, such activities through cyber means also raises important policy, ethical and moral questions, as well as issues of International Humanitarian Law—what is humanitarian assistance to one party may be strategic war material to another. Digital humanitarians also may be at personal risk from cyberattack, as may their relatives in some countries. These topics are more wide-ranging than many realize and show the importance of the “humanitarian side of cyber” topic.

#### NPTG 9552

Cybersecurity is becoming a concern for everyone, and not just for our national security cyber professionals. Whether we want to protect our own personal devices and information, or help our employers develop proper cyber hygiene and safety protocols, we need to learn the vocabulary, concepts and basic techniques that cybersecurity specialists take for granted. This course is designed with the beginner in mind. The course begins with basic cybersecurity vocabulary and an explanation of how the internet works. We will discuss different types of malware and attacks, and cyber-enabled fraud, and then go into specific countermeasures. Countermeasures include everything from basic procedures like multi-factor authentication, to more sophisticated passive and active methods of intrusion detection. Students will also learn about symmetric and asymmetric encryption.

#### NPTG 9682

There is growing acceptance to the argument that alienation of non-state armed groups does not bring an end to violence. A question being increasingly asked by third party interveners, policy makers/ analysts and scholars is: ‘how to effectively engage with such groups?’ ‘Understanding’ groups is the first step when attempting to intervene in the conflict. In order to do, one must examine the leadership of the group. This is central to any political analysis. The leader and the nature of leadership creates and to a large extent influences every other aspect of the group such as ideology, goals, leadership, structure, culture and commitment. Every student will examine the nature of leadership in one non-state armed group and comment on the implications for those choosing to engage with that particular group. Specifically, the students will research on: (1) Profile and Personality of the Leader/s; Origins of Leadership (2) Type of Leadership (3) Source of Power (4) Maintaining Authority and Control/Ensuring Follower Compliance and Commitment (5) Dealing with threats, change and Crisis Management (6) Negotiating with Leadership/Group - Implications for Practitioners, Policy Makers and Scholars.

## RUSSIAN

### RULA 8222

#### Advancement of Communicative Skills

This course is to improve the Russian language students' communication skills.

Particular emphasis will be placed on the grammar review, and the improvement of oral and written communication skills.

### RULA 8255

This course offers a bilingual approach to the study of Russian culture and civilization. Works of literature, media and film relevant to contemporary Russian cultural and political discourse will be examined in their historical context. Particular emphasis will be devoted to the grammar review, and the improvement of oral and written skills.

### RULA 8322

Throughout the course, students will study topics that attract the attention of contemporary Russian media and are in the center of Russian public and intellectual discourse: the socio-political results of 2016 and forecasts for 2017 in Russia and in the world; Russian-American bilateral relations; migration and demography; the problem of censorship in Russian socio-cultural space, the role of the Russian Orthodox Church in the Russian society, the current state of the Russian language and its function in the state and society.

Students will get acquainted with the vocabulary and grammatical structures typical for the relevant texts, and develop the skills of using them in oral and written communication.

Before the beginning of each topic there will be given assignments for independent homework — usually including links to media content to be read and/or watched and listened to (all the difficult things are to be later discussed and explained in the classroom).

For each lesson, students should be ready to report on an event in Russia or Russia related.

Periodically — at the discretion of the professor and without notice — tests\* will be given.

### RULA 8354

Throughout the course, students explore issues related to topics such as human security, education, health care, international and domestic terrorism, and also topics of Russian-American relations. Each topic will be explored from a variety of perspectives. The goal is to develop a maximally sophisticated understanding of the topic through introductory lectures, individual research, extensive reading/listening, discussions, and group and individual presentations. Students use authentic materials from various Internet sources, including government and NGO. Each student picks two topics of interest and gives presentations on the topic every week.

### RULA 8422

Throughout the course, students will study topics that attract the attention of contemporary Russian media and are in the center of Russian public and intellectual discourse: the socio-political results of 2016 and forecasts for 2017 in Russia and in the world; Russian-American bilateral relations; migration and demography; the problem of censorship in Russian socio-

cultural space, the role of the Russian Orthodox Church in the Russian society, the current state of the Russian language and its function in the state and society.

Students will study, analyze and discuss public talks, expert discussions and interviews with Russian politicians, economists, analysts and public figures. They will also attend and afterwards analyze and discuss presentations by leading scientists — invited experts from Russia.

#### RULA 8453

Students will be reading articles from different Russian media sources and discussing their content and philosophy, with the goal of understanding the driving forces of Russian media discourse, its main players, the attitudes of Russian people to media and the role that media plays in politically charged atmosphere of the season of parliamentary elections. In addition to regular class work, students will participate in a number of teaching modules delivered by the leading Russian sociologist, media personality and experts in a variety of fields. All the modules will be taught in Russian. Students will present their research findings throughout the semester and will write a final paper on the topic of their choice.

## SPANISH

### SPLA 8216

This course will facilitate interpretive, interpersonal, and presentational skills development in Spanish at the intermediate level. Students will work on projects and materials related to the past and present of Latin America, beyond geopolitical borders.

### SPLA 8243

Each week, we will travel to a neighboring community and interact with English learners who are speakers of Spanish. Through a sequence of tasks and projects in English and Spanish, students will develop language skills, intercultural competence, and learning autonomy. This class meets only one day a week but students are expected to work on their Spanish on a daily basis.

### SPLA 8262

This course provides a space for students to develop oral and written communication in Spanish at a high beginner level, with emphasis on oral production and interaction. Students will also deepen their knowledge of Hispanic societies and strengthen their intercultural competence through contact with Spanish speakers.

### SPLA 8291

This course is an intermediate level class designed to strengthen language skills and the development of cultural competence. This course will emphasize communication and seeks to develop different skills in: conversation, reading comprehension, listening comprehension and writing in appropriate contexts. The course also seeks to develop cultural competence in second language acquisition.

### SPLA 8292

This is a content-based, learner-centered course that aims at developing and enhancing the students' cultural competency and their language skills. This course will focus on authentic communication in contents related to students' academic needs and interests. It will seek to develop and strengthen different skills in speaking, listening, reading and writing.

### SPLA 8310

Covers Spanish grammatical structures and idioms, combining oral practice and a systematic study of vocabulary. Expression of ideas on discussion topics related to contemporary trends, current events and everyday life.

### SPLA 8315

This course will facilitate interpretive, interpersonal, and presentational skills development in Spanish at the advanced level. Discussion on topics related to contemporary trends and current events in the Hispanic world will be combined with audiovisual and news analysis, within a project-based framework.

#### SPLA 8320

Continuation of Language and Culture I, review of structures, idiomatic expressions, and features of Hispanic cultures of several regions and countries. Written exercises, frequent oral reports, discussions of current issues from authentic sources.

#### SPLA 8353

This is a content-based, learner-centered class designed to provide students with ample opportunities to develop and practice their language skills in high intermediate/advanced level. This course will focus on communication in meaningful contexts related to the different challenges in the social, political and economic life in Latin America.

#### SPLA 8354

This course will explore both traditional and social media in the Hispanic world, paying attention to “glocal” voices and events. News, debates, social media analysis, and a weekly publication will help develop transnational awareness and critical thinking in Spanish.

#### SPLA 8372

This course will explore the creation and characteristics of organizations that seek the fulfillment of social needs in the Hispanic world. Through readings, in-class discussions, presentations, and a final project, students will develop a better understanding of the topic (emprededurismo social) while developing interpretive, interpersonal, and presentational skills in Spanish.

#### SPLA 8373

Class discussions and activities emphasize active use of the language in different contexts including professional discussions, interviews, cultural exchanges, debates on current topics, etc. The course has two distinct goals: (1) to expand the vocabulary related to environmental issues, as well as the ability to read, analyze and discuss articles on said topic; and (2) to present an overview of environmental issues and questions in the Hispanic countries today. Students will engage in vocabulary-expanding exercises, review of advanced grammar rules as needed, individual and group presentations, writing and speaking assignments related to the most current environmental issues today.

#### SPLA 8411

This course provides an introduction to the analysis of the status of educational systems and structures in Latin America from a comparative and international perspective. It addresses the impact of globalization on education systems and the role that international organizations, NGOs and the private sector play in providing and financing alternative educational programs at various levels of instruction. Being the most unequal region of the world, particular importance will be placed on the relationship between the evolving democratic systems, equity and social justice. Participants will also have the opportunity to propose and explore innovative initiatives and educational reforms in the region.

#### SPLA 8445

Although Latin America today shows stronger and more integrated economies, less poverty, more consolidated democracies, citizen insecurity has become an urgent challenge for human development in the region. Citizens perceive crime and violence as the main obstacle to their

opportunities and to freedom from want and freedom from fear. This course provides the conceptual, practical and analytical framework to understand the interplay between security and human development. Participants explore the root causes, the manifestations as well as the programs and policies that countries in the region are implementing to face the challenges.

#### SPLA 8484

Latin America and the Caribbean have been of special interest to the United States because of its proximity and the instability caused by democratic transitions. The region has been an experimental ground in which U.S. principles and practices have collided within the context of the Cold War and beyond it. This course will examine the constantly evolving dynamics of relations between the United States and Latin America through the analysis of U.S. foreign policy and the integration efforts in Latin America aimed at gaining further autonomy in the face of the hegemonic reconfiguration in the XXI century. Participants will also explore contemporary challenges and phenomena such as the impact of rising populism, organized crime, and free trade on the relations between the U.S. and Latin America. Particular attention will be given to the role of public and summit diplomacy as an instrument of regional integration and redefinition of the relations between the U.S. and Latin America.

#### SPLA 8481

This course seeks to develop key linguistic skills in Spanish to deliver informative and persuasive speeches on complex topics related mainly to political and social issues. Other public-speaking situations such as panels are also practiced as a means to cover a wider variety of public-speaking interventions that students may encounter in their professions. Phonetic, syntactical and lexical skills are developed as appropriate to attain the goals pertaining to the various public-speaking genres.

#### TIAG 8501

This course is designed to improve your "Platform Skills" in T & I by building you confidence, improving your verbal and non-verbal communication and articulation, and eliminating stage fright and self-consciousness. These objectives are achieved by focusing on breath control, vocal projection and inflection, eye contact, scan analysis (or cold reading), body language and control of idiosyncratic behavior, and use of visual aids. Throughout the semester, you will also be assigned self-evaluations, as well as peer evaluations providing constructive criticism. We will work on three main types of speeches (informative, persuasive, and entertaining), as well as practice paraphrasing, shadowing, and cold reading.

### **TRANSLATION & INTERPRETATION – ALL GENERAL**

#### TIAG 8520

The primary purpose of this course is to support student interpreters by helping them develop some of the general cognitive and affective abilities that underlie interpreting. These include the ability to focus, sustain, and shift one's attention, to be at once alert and relaxed, and to handle internal distractors like performance anxiety and self-criticism.



The course, however, is open to all MIIS students. It does not involve any interpreting-like tasks, but rather builds these abilities through practice at simply paying attention in the present moment on purpose and non-judgmentally.

#### TIAG 8540

Editing Strategies is a course designed to assist you with your writing, stylistic and copy-editing skills in English. Individual sessions will be dedicated to specific topics such as: concision, sentence variety, topics in grammar, punctuation, etc. This will be an opportunity to refine your written English skills. You may take all the classes for credit, or audit individual sessions.

#### TIAG 8592

This course is designed to give the student a program of rapid learning and understanding of the Standard American English dialect. Homework consists of practicing the vocal exercises and the weeks' text work. Students will be required to speak in class each week portions of the text and asked to practice all of the text on their own.

#### TIAG 8604

Facilitates the transition from the classroom to the first professional assignment by offering students a wide range of interpretation experiences. Advanced interpreting students become comfortable with working in settings in which different modes of interpretation are called for and where relay interpretation is the norm. Students provide simultaneous and consecutive interpretation at Monterey Institute public events and taped conferences, for Institute interdisciplinary courses, and as part of community outreach; they also work intensively together in multilingual practice groups during the semester. Reinforces the concept of reflective practice, requiring students to evaluate their own performance as well as that of their peers. Students are expected to complete an interpretation portfolio.

#### TIAG 8605

This course is designed to make students 1) self-critical of their individual translation processes, 2) aware of the contributions of new technologies to the actual act of translating, and 3) aware of the problems of project translating in coordinated groups. These aims can be met without reference to specific language pairs.

The aim of the course is not to tell students how to translate (there are many other courses for that). The aim is to provide students with tools that they can use to make their own discoveries.

Assessment will be on the basis of attendance and participation in weekly experiment sessions.

#### TIAG 8630

This course is meant to provide the interested student with a practical and theoretical base for approaching the translation of literary texts (those in which style is as important as meaning). The course will be a combination of lecture, discussion, and translation workshop. A number of readings will be required for discussion in class; several exercises meant to reinforce practical and theoretical points raised in class will also be assigned. Finally, each student will be required to translate a literary text, which will be discussed in class in a workshop fashion. The student

will also be expected to read the work of his/her classmates and be prepared to comment on them.

#### TIAG 8645

This course provides overview of major themes, models and methodologies used in TILM research. Students will learn how to understand and critically assess research articles and how to research a thematic area of particular relevance to their professional goals.

#### TIAG 8692

Prepares students for professional life. Course activities include interactive presentations by the professor and guest speakers; peer-to-peer discussions on and offline; on- and off-campus career events, and submission of a Career Management Action Plan (CMAP). Sessions focus on such topics as networking, specializing, freelance invoicing, accounting and tax preparation, client relations, collegial relations, project management, interpreter and translator ethics, court, medical and conference interpreting, working for international organizations, and navigating US and foreign markets.

Prerequisites: Completion of third-semester MAT, MATI, MACI, or MATLM coursework.

## **TRANSLATION & INTERPRETATION – CHINESE**

#### TICH 8501

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TICH 8502

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TICH 8511

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TICH 8512

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will

include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TICH 8513

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TICH 8514

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TICH 8521

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend

on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TICH 8522

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TICH 8523

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TICH 8524

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will

include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TICH 8525

##### Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

#### TICH 8526

##### Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TICH 8527

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TICH 8528

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent



### TICH 8631

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

### TICH 8632

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

### TICH 8635

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of

meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TICH 8636

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

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At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TICH 8637

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in

question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TICH 8638

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

### TICH 8641

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

### TICH 8642

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

### TICH 8645

#### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TICH 8646

Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

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Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

## TICH 8647

### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

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Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

## TICH 8648

### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

#### TICH 9579

The rise of China over the last two decades is one of the most significant events that shape trade and economic development, and geopolitics. Its implications on worldly issues from global and regional peace and security to the sustainability of the environment are profound. The China factor is an amalgamation of dynamic, complex and interactive forces that appear as problems, puzzles or challenges. This course aims to provide an orientation for students to understand those forces, especially those related to the major stakeholders and their evolving relationships, policies and game rules, and collective behaviors. The orientation is grounded in both Chinese historical and cultural legacies and the contexts of China's state building, modernization and globalization.

This course provides graduates with a broad introduction to Contemporary China's political, economic, and strategic challenges. The course covers a wide array of topics in primarily three areas: trade, foreign policy and development challenges. More specifically, the topics include Chinese imperial legacies and revolution, contemporary political institutions and policy making processes, the opening of China and its reforms and their resulting challenges, China's role in global peace and development, its relations with U.S., Russia and the other Asian powers and the other powers of the world powers, and the mainland-Taiwan relation, China's trade and investment policy before and during the reform era, the Chinese economic regime and policy making process, China's industrial policy and national standard strategy, and China's environmental and energy challenges and sustainable development.

This course will be wrapped around by an optional immersive professional portion of summer field research projects in two sites of China (Beijing and Kunming) in summer 2016. This will be a multi-term curricular sequence on studying Chinese politics, foreign policy and development

challenges. It is aimed at robustly deepening the participating students' understanding and appreciation of Chinese politics and economy. It will also develop participants' professional skill set through experiential learning.

## **TRANSLATION & INTERPRETATION – FRENCH**

### **TIFR 8501**

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

### **TIFR 8502**

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.



Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIFR 8511

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TIFR 8512

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TIFR 8521

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation.

Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TIFR 8522

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TIFR 8525

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIFR 8526

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIFR 8527

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability

to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIFR 8528

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

#### TIFR 8641

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

#### TIFR 8631

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TIFR 8632

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a

technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TIFR 8635

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIFR 8636

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening

through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIFR 8637

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIFR 8638

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events

is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIFR 8642

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

#### TIFR 8645

##### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.



In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TIFR 8646

Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TIFR 8647

Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TIFR 8648

Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that

are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

## **TRANSLATION & INTERPRETATION – GERMAN**

### **TIGR 8501**

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students

hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIGR 8502

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIGR 8511

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

### TIGR 8512

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

### TIGR 8521

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

### TIGR 8522

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

## TIGR 8525

### Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

## TIGR 8526

### Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional

settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIGR 8527

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature,

and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIGR 8528

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIGR 8631

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a



technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TIGR 8632

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TIGR 8641

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

#### TIGR 8642

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

## TRANSLATION & INTERPRETATION – JAPANESE

### TIJA 8501

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

### TIJA 8502

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

### TIJA 8511

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

### TIJA 8512

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

### TIJA 8513

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to

take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TIJA 8514

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TIJA 8521

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TIJA 8522

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TIJA 8523

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TIJA 8524

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TIJA 8525

##### Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIJA 8526

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIJA 8527

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIJA 8528

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional

settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

#### TIJA 8631

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TIJA 8632

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.



Prerequisite: 2nd-year student in good standing or equivalent background.

#### TIJA 8635

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIJA 8636

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of

meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIJA 8637

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIJA 8638

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in

question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIJA 8641

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

#### TIJA 8642

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

## TIJA 8645

### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

## TIJA 8646

### Advanced Interpretation II – Consecutive and Simultaneous

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Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TIJA 8647

Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

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Course prerequisites: Advanced Interpretation I or the equivalent

TIJA 8648

Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

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At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

## TRANSLATION & INTERPRETATION – KOREAN

### TIKR 8501

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

### TIKR 8502

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

### TIKR 8511

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

### TIKR 8512

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

### TIKR 8513

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to



take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TIKR 8514

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TIKR 8521

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TIKR 8522

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TIKR 8523

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TIKR 8524

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TIKR 8525

##### Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional

settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

#### TIKR 8526

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature,

and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIKR 8527

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIKR 8528

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in

extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

#### TIKR 8631

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TIKR 8632

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and

examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TIKR 8635

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIKR 8636

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

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#### TIKR 8637

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#### TIKR 8638

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topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIKR 8641

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

#### TIKR 8642

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.



## TIKR 8645

### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

## TIKR 8646

### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TIKR 8647

Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TIKR 8648

Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

## TRANSLATION & INTERPRETATION – RUSSIAN

### TIRU 8501

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

### TIRU 8502

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

### TIRU 8511

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

### TIRU 8512

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

### TIRU 8521

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

### TIRU 8522

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

### TIRU 8525

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

## TIRU 8526

### Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

## TIRU 8527

The course introduces basic skills in simultaneous conference interpretation from Russian into English. Various contemporary texts in Russian by a variety of speakers (mass media, presentations, conference papers) are used to practice simultaneous interpretation skills in class and to illustrate the process of interpretation. Classes include interpretation sessions, theoretical discussions and exercises. Major topics covered by the course are: stages of simultaneous interpretation from Russian into English, Russian language source text analysis, semantic transformations, input-output lag management, output quality control, mental preparedness. Special attention is paid to voice quality and voice training as needed by individual students. Students will have an opportunity to build basic simultaneous interpretation skills and improve their knowledge of Russian realia and their cultural knowledge to prepare themselves for more advanced texts and exercises. Reading assignments are required.

Final semester grade is calculated based on the midterm exam (30%), the semester exam (30%) and classroom performance (40%).

#### TIRU 8528

##### Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

#### TIRU 8641

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.



#### TIRU 8642

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

#### TIRU 8631

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TIRU 8632

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TIRU 8635

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIRU 8636

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIRU 8637

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIRU 8638

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students

continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TIRU 8645

The course is designed to continue building students' consecutive interpretation skills for the Russian into English combination with the goal of preparing for Professional Exams. Heavy emphasis is placed on learning to interpret high register political texts from Russian into English as may be done in the context of major international organizations. Topics include: current political events, international organizations, diplomatic protocol, nonproliferation of nuclear weapons, resolution of political and economic conflicts. Students are expected to be able to interpret in a variety of simulated professional situations.

Final semester grade is calculated based on the midterm exam (30%), the semester exam (30%) and classroom performance (40%).

#### TIRU 8646

##### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their

interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

#### TIRU 8647

The course is designed to continue building students' simultaneous interpretation skills for the Russian into English combination with the goal of preparing for Professional Exams. Heavy emphasis is placed on learning to interpret high register political texts from Russian into English as may be done in the context of major international organizations. Topics include: current political events, international organizations, diplomatic protocol, nonproliferation of nuclear weapons, resolution of political and economic conflicts. Students are expected to be able to interpret in a variety of simulated professional situations. Special attention is paid to relay interpretation (i.e. working both as a pivot interpreter and a user of relay). Various dialects and/or accents of the Russian language are introduced to improve source language comprehension. Source texts with a higher rate of delivery are regularly used.

Final semester grade is calculated based on the midterm exam (30%), the semester exam (30%) and classroom performance (40%).

#### TIRU 8648

##### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous

interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

## **TRANSLATION & INTERPRETATION – SPANISH**

### **TISP 8501**

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

### **TISP 8502**

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive

interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TISP 8511

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TISP 8512

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics

for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TISP 8513

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TISP 8514

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

#### TISP 8521

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation.



Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TISP 8522

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

#### TISP 8525

##### Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics,

presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

#### TISP 8526

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

#### TISP 8527

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also

expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TISP 8528

Intermediate Interpretation – Consecutive and Simultaneous

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

#### TISP 8631

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TISP 8632

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

#### TISP 8635

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in

question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TISP 8636

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

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At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

### TISP 8638

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary

development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

#### TISP 8641

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

#### TISP 8642

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

#### TISP 8645

##### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of

political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

#### TISP 8646

##### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language



combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

#### TISP 8647

##### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

#### TISP 8648

##### Advanced Interpretation II – Consecutive and Simultaneous

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

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Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

## **TRANSLATION & INTERPRETATION – LOCALIZATION MANAGEMENT**

### **TRLM 8522**

No prior experience with programming is necessary for taking this course. Only basic math such as addition, subtraction, division, and taking the average is needed. The course will teach students to program a computer using input, output, selection, and repetitions. Python is the easiest programming language to learn. Learn to program using easy to grasp techniques that build upon each other. By the end of the course students will be able to use Python programming language to do many useful tasks such as reading from files, writing to files, searching, and data mining...Python was first used in 1991, and has been around before Java or JavaScript. The language Python is named after Monty Python.

### **TRLM 8530**

This course is designed to introduce students who are at the very outset of the TLM track to the fundamental principles of Localization Project Management. For many students, this is their first introduction to localization, so we will cover the basics with an emphasis on concepts, processes

and tools. We will cover the essentials of business communication, and how traditional project management skills can be adapted for translation and localization projects. Obviously not all translation and localization projects are alike, so students will be asked to think outside the box for novel solutions to potentially complex project requirements.

#### TRLM 8545

This course expands on common concepts and features of word processing, multimedia presentations, personal information management and spreadsheet applications. Students will analyze, design and implement solutions to examples of real-world business problems using advanced features of MS Office. Additionally, students will learn how to design and develop business applications for translation and localization. Real-world business situations are explored through the use of creative thinking and problem-solving techniques.

#### TRLM 8601

This course introduces students to the basic principles and methods of terminology management. While the emphasis is on applied terminology, students learn the theoretical background and best practices, including relevant aspects of linguistics, terminography, and classification. Students explore representative aspects of research, typical methods for recording terminology data, database record structure, and computer-based systems for terminology management.

#### TRLM 8615

This course introduces students to technologies important to management, engineering and linguistic roles in translation & localization, with a primary focus on tools for linguistic roles including translation and editing. Through hands-on practice, students will learn to use the basic features of a translation environment tool to create translation memory, reuse previous translations, manage terminology, perform quality assurance, and edit translations according to best practices. In addition to computer-assisted translation, the course will also cover appropriate uses for machine translation and post-editing from a linguist's perspective.

#### TRLM 8616

This course builds upon the foundation established in Introduction to Computer-Assisted Translation and provides students with a deeper understanding of the different types of productivity software that language professionals use today. During the first half of this course, we will further explore translation memory systems, and in the second, we will discuss translation environments that involve a machine translation component. In addition, we will continue our conversation on quality assurance and web-based strategies for attracting employers/clients.

#### TRLM 8620

This course is designed to familiarize students with concepts, processes and the environment of the modern localization industry. Specifically, we will concentrate on localizing desktop, mobile, and web-based computer applications and games. We will be especially interested in how to handle strings and how to process them for translation. We will look at software and games localization from several different angles: as a localization manager within a company, a project manager within an agency, a localization engineer within an agency, and as a translator. The

assignments and discussions will be designed to get students thinking about various issues from these different points of view.

#### TRLM 8624

The course will cover general concepts behind TMS software. Using the SDL WorldServer web-based TMS, students will become familiar with the functions and features of a translation management system from the point of view of a translator, project manager and administrator.

#### TRLM 8626

This course is designed to give students a solid foundation in multilingual desktop publishing concepts. Students will learn how to localize vector and raster graphics, books, brochures, ebooks and subtitles - and will develop a deep understanding of typography and PDFs. Topics will be approached from the angle of a translator, project manager and localization engineer.

#### TRLM 8635

The course will familiarize students with web technologies as they relate to localization. Special attention will be paid to process from the point of view of a translator, project manager and localization engineer.

#### TRLM 8636

This course encompasses both a general introduction to principles of international marketing and a specialized look at marketing for localizers.

General principles of international marketing taught will include but not be limited to the following: understanding consumer behavior through marketing research; developing international marketing positioning using an appropriate marketing mix of product, price, distribution, and promotion strategy; and adapting branding, advertising, and other marketing communications for international markets.

Throughout the course, cases and lesson examples will place special focus on marketing from the following two perspectives: (1) international and cross-cultural marketing of companies that use translation and localization services – including best practices for localizing related marketing content – and (2) marketing of language services.

#### TRLM 8640

This course will familiarize students with best practices in issues specific to social localization. community translation & translation crowdsourcing including the following: volunteer management & motivation; quality control; appropriate translation management technologies; and workflow combinations with machine translation & professional translation. Students will gain this knowledge by studying the organizations that have implemented such practices and by participating in their projects.

#### TRLM 8660

This course is designed to provide the students with all the elements involved in the management and operation of a Language Services Provider (LSP). We will cover the basics of financial statements applied to projects, supply chain management, account management and growth

strategies. We will look at the market dynamics driving the language industry and work on strategies to maximize margins and increase shareholder value, both at the project level and at the company level. We will discuss actions to align with customer expectations and deliver superior customer service.

#### TRLM 8693

In this course we will focus mainly on the client side of localization management. We will use case studies, readings, presentations, and written assignments to discuss the more open-ended aspects of localization management. Topics will include vendor selection and management, localization maturity assessment, evangelizing best practices and international user experience to internal teams and external clients, quality management, localization career paths, and comparisons of vendor-side versus client-side processes. This class is not technical in nature and instead looks at the key business issues in our industry. Students are expected to participate actively and to challenge convention in group projects, discussions with the instructor, and well-reasoned, adequately-cited written assignments.

#### TRLM 8695

This course is designed to give students the tools they will need to round out their TLM education. The course's goal is to give students a portfolio that they can present to potential employers. Only a few lectures are planned for this course, and students will be expected to explore their professional interests through research, discussions and presentations.