



# Middlebury Institute of International Studies at Monterey

## Academic Catalog

**July 1, 2020 - June 30, 2021**

(Note: The Fall 2020 semester will be taught remotely, due to COVID-19 restrictions)

***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)**

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## **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 74 full-time, 80 adjunct and part-time, and 9 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>

**Enrollment**

Approximately 650 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.neche.org](http://www.neche.org)

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 four to six 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, if needed.

### **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.

### **Degree Requirements**

Please refer to your [program of interest](#) for specific language requirements for admission and graduation as they vary from program to program and in some cases within a program, depending on your specialization.

For students interested in our translation, translation and interpretation, conference interpretation, translation and localization management (translation specialization), TESOL, and teaching foreign language degree programs, advanced language skills are central to your careers. Language courses are integrated into your degree program. Our rigorous and comprehensive approach has made our graduates highly sought after by employers around the world.

Students in our policy programs have the opportunity to take content-based language courses as part of their degree, which opens up a wide range of global employment opportunities and sets you apart from the competition as your career progresses.

### **Language Studies: Content-Based Language Courses**

These courses develop linguistic skills and also integrate specific content and specialized vocabulary based on the students' fields of study, such as Green Business in China (in Chinese), Sustainable Development in Latin America (in Spanish), Public Health Issues in Sub-Saharan Africa (in French).

In these content-focused courses, the materials are all in language. Lectures, discussions, and assignments are all from current and authentic sources, providing students with relevant and timely opportunities for building professional proficiency. Professors frequently invite experts from around the world to participate in classroom conversations and share their firsthand knowledge.

### Languages Offered

- [Arabic](#)
- [Chinese](#)
- [English](#)
- [French](#)
- [Japanese](#)
- [Russian](#)
- [Spanish](#)

*Upon request at the time of admission, other language study may be arranged to fulfill your degree requirements. Additional language courses offered in the past include Portuguese, Korean, German, Farsi, and Turkish.*

### Choosing Your Language

Ideally, your language of study is one that aligns with your career goals. We require at least a 200-level proficiency in all skills—reading, writing, speaking and listening—in your target language (except English, which requires a 300-level minimum).

Proficiency is not determined by years of study but by your ability at the time of enrollment. While many of our students come to the Institute proficient in a second language, others build their second language skills prior to enrollment. We will work with you to help you meet the minimum proficiency level in your chosen language of study. This may include one of our [summer language programs](#), for which scholarships may be available.

### Courses

The main focus of **200-level courses** is on building skills through basic regional information and familiarizing students with customs, culture, current events, and issues in the parts of the world where that language is spoken. In these courses, students work on developing communication skills to participate in everyday social interactions with ease and confidence. Recent 200-level language courses:

- Information Technology and Global Issues
- Evolving Societies in Latin America
- Arab Customs and Traditions

Our **300-level courses** solidify language skills so that students can engage in more complex discussions in their professional fields and support their ideas with detailed elaboration. Courses

focus on topics of development, sustainability, business, and regional challenges. Recent 300-level language courses:

- Challenges in Peace Building: Congo
- Social Entrepreneurship
- Environment and Sustainable Development
- Current Issues in the Japanese Media

In **400-level courses**, students polish their language skills by participating fully and effectively in discussions on a variety of topics and in varied registers. Students practice structuring arguments, conducting research using first-hand resources, and preparing professional presentations. Recent 400-level language courses:

- Models and Decision-Making for Positive Change
- Human Security
- U.S. Foreign Policy in Latin America
- Comparative and International Education

## **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), including the dual degree with Moscow State Institute of International Relations (MGIMO)

#### 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 BA/MA in Nonproliferation and Terrorism Studies  
Joint BA/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*)

### **GRE or GMAT**

We do not require GRE or GMAT scores for our master's programs. However, competitive scores may strengthen your application and positively influence scholarship decisions. Please use our four-digit institution code [4507] to send us your scores.

### **TOEFL or IELTS**

If English is not your first language, 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. Your scores are valid for two years after the test date.

- TOEFL preferred minimum: 80 overall
- IELTS preferred minimum: 6.5 overall

If necessary, you may have the opportunity to improve your English language skills through our [English Preparation for Graduate Studies](#) program, [for which scholarships are available](#).

Based on our review of your scores, English may be required as your language of study.

TOEFL/IELTS exemptions are automatically granted to applicants who have completed a bachelor's degree from an accredited college or university in the United States, Australia, Canada (except Quebec), Ireland, the United Kingdom, New Zealand, or Singapore. Please contact your [enrollment advisor](#) if you have any questions.

You can submit your online application without your TOEFL or IELTS scores and provide them later via [enroll@miis.edu](mailto:enroll@miis.edu).

### **Second Language Proficiency**

You have the option to take courses in a second language as part of this degree program. If you believe you will use a second language in your future career, we encourage you to pursue this option. Please contact your [enrollment advisor](#) for guidance if you are unsure.

- Languages regularly offered include Arabic, Chinese, French, Japanese, Russian, and Spanish. Other languages may be available upon request.
- If you want to pursue this option, we recommend that you've completed the equivalent of one year of college-level language study before your first semester.
- Where necessary, we will work with you to help you meet the minimum proficiency level in your chosen language of study prior to enrollment. This may include one of our [summer language programs](#), for which scholarships are available.

### **Accelerated Entry and Advanced Entry**

- Students with a relevant master's degree (with a cumulative GPA of 3.0 or better on a 4.0 scale) may be eligible for the accelerated entry option, allowing you to complete your degree in three full-time semesters.
- Students with relevant professional experience (at least seven years) and a relevant master's degree (with a cumulative GPA of 3.0 or better on a 4.0 scale) may be eligible for an advanced-entry option, allowing you to complete your degree in two full-time semesters.
- Please indicate that you would like to be considered for accelerated or advanced entry on your online application.

### **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.

### **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.

#### **GRE or GMAT**

We do not require GRE or GMAT scores for our master's programs. However, competitive scores may strengthen your application and positively influence scholarship decisions. Please use our four-digit institution code [4507] to send us your scores.

#### **TOEFL or IELTS**

If English is not your first language, 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. Your scores are valid for two years after the test date.

- TOEFL preferred minimum: 100 overall
- IELTS preferred minimum: 7.0 overall

If necessary, you may have the opportunity to improve your English language skills through our [English Preparation for Graduate Studies](#) program, [for which scholarships are available](#). Based on our review of your scores, English may be required as your language of study.

TOEFL/IELTS exemptions are automatically granted to applicants who have completed a bachelor's degree from an accredited college or university in the United States, Australia, Canada (except Quebec), Ireland, the United Kingdom, New Zealand, or Singapore. Please contact your [enrollment advisor](#) if you have any questions.

You can submit your online application without your TOEFL or IELTS scores and provide them later via [enroll@miis.edu](mailto:enroll@miis.edu).

### **Second Language Proficiency**

You have the option to take courses in a second language as part of this degree program. If you believe you will use a second language in your future career, we encourage you to pursue this option. Please contact your [enrollment advisor](#) for guidance if you are unsure.

- Languages regularly offered include Arabic, Chinese, French, Japanese, Russian, and Spanish. Other languages may be available upon request.
- If you want to pursue this option, we recommend that you've completed the equivalent of one year of college-level language study before your first semester.
- Where necessary, we will work with you to help you meet the minimum proficiency level in your chosen language of study prior to enrollment. This may include one of our [summer language programs](#), for which scholarships are available.

### **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.

### **GRE or GMAT**

We do not require GRE or GMAT scores for our master's programs. However, competitive scores may strengthen your application and positively influence scholarship decisions. Please use our four-digit institution code [4507] to send us your scores.

### **TOEFL or IELTS**

If English is not your first language, 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. Your scores are valid for two years after the test date.

- TOEFL preferred minimum: 80 overall
- IELTS preferred minimum: 6.5 overall

If necessary, you may have the opportunity to improve your English language skills through our [English Preparation for Graduate Studies](#) program, [for which scholarships are available](#).

Based on our review of your scores, English may be required as your language of study. TOEFL/IELTS exemptions are automatically granted to applicants who have completed a bachelor's degree from an accredited college or university in the United States, Australia, Canada

(except Quebec), Ireland, the United Kingdom, New Zealand, or Singapore. Please contact your [enrollment advisor](#) if you have any questions.

You can submit your online application without your TOEFL or IELTS scores and provide them later via [enroll@miis.edu](mailto:enroll@miis.edu).

### **Second Language Proficiency**

You have the option to take courses in a second language as part of this degree program. If you believe you will use a second language in your future career, we encourage you to pursue this option. Please contact your [enrollment advisor](#) for guidance if you are unsure.

- Languages regularly offered include Arabic, Chinese, French, Japanese, Russian, and Spanish. Other languages may be available upon request.
- If you want to pursue this option, we recommend that you've completed the equivalent of one year of college-level language study before your first semester.
- Where necessary, we will work with you to help you meet the minimum proficiency level in your chosen language of study prior to enrollment. This may include one of our [summer language programs](#), for which scholarships are available.

### **Accelerated Entry and Advanced Entry**

- Students with a relevant master's degree (with a cumulative GPA of 3.0 or better on a 4.0 scale) may be eligible for the accelerated entry option, allowing you to complete your degree in three full-time semesters.
- Students with relevant professional experience (at least seven years) and a relevant master's degree (with a cumulative GPA of 3.0 or better on a 4.0 scale) may be eligible for an advanced-entry option, allowing you to complete your degree in two full-time semesters.
- Please indicate that you would like to be considered for accelerated or advanced entry on your online application.

## **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.

### **GRE or GMAT**

We do not require GRE or GMAT scores for our master's programs. However, competitive scores may strengthen your application and positively influence scholarship decisions. Please use our four-digit institution code [4507] to send us your scores.

### **TOEFL or IELTS**

If English is not your first language, 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. Your scores are valid for two years after the test date.

- TOEFL preferred minimum: 100 overall
- IELTS preferred minimum: 7.0 overall

If necessary, you may have the opportunity to improve your English language skills through our [English Preparation for Graduate Studies](#) program, [for which scholarships are available](#).

Based on our review of your scores, English may be required as your language of study. TOEFL/IELTS exemptions are automatically granted to applicants who have completed a bachelor's degree from an accredited college or university in the United States, Australia, Canada (except Quebec), Ireland, the United Kingdom, New Zealand, or Singapore. Please contact your [enrollment advisor](#) if you have any questions.

You can submit your online application without your TOEFL or IELTS scores and provide them later via [enroll@miis.edu](mailto:enroll@miis.edu).

### **Second Language Proficiency**

- Proficiency in a second language is a requirement in our degree programs.
- We recommend that you've completed the equivalent of one year of college-level language study before your first semester.
- Languages regularly offered include Arabic, Chinese, French, Japanese, Russian, and Spanish. Other languages may be available upon inquiry.

While many of our students come to the Institute proficient in a second language, others build their second language skills prior to enrollment. We will work with you to help you meet the minimum proficiency level in your chosen language of study. This may include one of our [summer language programs](#), for which scholarships may be available.

## **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.

### **GRE or GMAT**

We do not require GRE or GMAT scores for our master's programs. However, competitive scores may strengthen your application and positively influence scholarship decisions. Please use our four-digit institution code [4507] to send us your scores.

### **TOEFL or IELTS**

If English is not your first language, 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. Your scores are valid for two years after the test date.

- TOEFL preferred minimum: 80 overall
- IELTS preferred minimum: 6.5 overall

If necessary, you may have the opportunity to improve your English language skills through our [English Preparation for Graduate Studies](#) program, [for which scholarships are available](#).

Based on our review of your scores, English may be required as your language of study. TOEFL/IELTS exemptions are automatically granted to applicants who have completed a bachelor's degree from an accredited college or university in the United States, Australia, Canada (except Quebec), Ireland, the United Kingdom, New Zealand, or Singapore. Please contact your [enrollment advisor](#) if you have any questions.

You can submit your online application without your TOEFL or IELTS scores and provide them later via [enroll@miis.edu](mailto:enroll@miis.edu).

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many of our students come to the Institute proficient in a second language, others build their second language skills prior to enrollment. We will work with you to help you meet the minimum proficiency level in your chosen language of study. This may include one of our [summer language programs](#), for which scholarships may be available.

### **Accelerated Entry and Advanced Entry**

- Students with a relevant master's degree (with a cumulative GPA of 3.0 or better on a 4.0 scale) may be eligible for the accelerated entry option, allowing you to complete your degree in three full-time semesters.
- Students with relevant professional experience (at least seven years) and a relevant master's degree (with a cumulative GPA of 3.0 or better on a 4.0 scale) may be eligible for an advanced-entry option, allowing you to complete your degree in two full-time semesters.
- Please indicate that you would like to be considered for accelerated or advanced entry on your online application.

### **Master's in Nonproliferation & Terrorism Students Dual Degree with Moscow State Institute of International Relations (MGIMO)**

Earn both a master's in [Nonproliferation and Terrorism Studies from the Middlebury Institute](#) and a [master's in International Affairs from Moscow State Institute of International Relations \(MGIMO\)](#), one of Russia's most prestigious and internationally respected educational institutions.

Designed for students particularly interested in weapons of mass destruction (WMD) nonproliferation and U.S.-Russian relations, the 62-credit (124 ECTS) program covers global security, history, science and technology, area studies, public policy, and research methods—with an

emphasis on practical skills. Students complete an internship and also prepare and defend a required thesis.

All subject-matter courses are in English, though students who are not fluent in Russian also receive training in the Russian language. Students take classes at MGIMO in Moscow in the first semester and classes in Monterey in the second and third semesters. The fourth and final semester is devoted to an internship and thesis preparation, with locations determined on a case-by-case basis. See the [Dual Degree Curriculum](#) for details.

### **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 and Interpretation  
MA Conference Interpretation  
MA Translation and Localization Management, including an accelerated online degree

Admission to the [Conference Interpretation](#), [Translation](#), [Translation and Interpretation](#), [Translation and Localization Management](#) and [Online Translation and Localization Management](#) programs are 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 on the following degrees for the core curriculum and degree requirements for the [MA Translation, MA Translation & Interpretation and MA Conference Interpretation](#), and [MA Translation and Localization Management](#) programs, as well as the [Online Translation and Localization Management](#) degree program.

## **Language Teaching Degrees**

MA Teaching English to Speakers of Other Languages  
MA Teaching a Foreign Language

### **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 Handshake (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.

## 2020-2021 Tuition Rates and Total Costs by Program

### 2020-2021 Academic Year Tuition Rates

The following final **cost of attendance** applies to students who are registered for **12-16 credits** in the fall 2020 or spring 2021 semester:

<b>Tuition &amp; Fees*</b>	<b>Per Year</b>	<b>Per Semester</b>
Tuition	\$42,634	\$21,317
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>\$62,290</b>	<b>\$31,060</b>

### 2020-2021 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	\$45,676	\$22,838
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>\$65,332</b>	<b>\$32,666</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: \$1,777

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

### 2020-2021 Total Costs by Programa

Degree Program	Total Credits	Total Program Cost	Comp Fee	\$21,317.00
			Per Credit	1777
MA International Policy and Development (IPD)	60	\$85,268.00	STRF per \$1,000 tuition paid	\$0.00
MA Intl Trade and Economic Dipomacy (ITED)	48	\$63,951.00	Advanced Entry	\$22,838
MA International Environmental Policy (IEP)	60	\$85,268.00	MGIMO	5250
MA Nonproliferation and Terrorism Studies	60	\$85,268.00	TLM Online Per credit	1450
MPA Master of Public Administration	60	\$85,268.00		
Accelerated IEP, Accelerated MPA, Accelerated NPTS, Accelerated IPD	48	\$63,951.00		
Advanced Entry IEP, Advanced Entry MPA, Advanced Entry NPTS, Advanced Entry IPS – (standard language level)	36	\$45,676.00		
Advanced Entry IEP, Advanced Entry MPA, Advanced Entry NPTS, Advanced Entry IPS – (advanced language level)	32	\$42,634.00		
MA International Education Management	43	\$63,951.00		
MA IEM with Specialization (TESOL, TFL, LPA)	60	\$85,268.00		
MBA Global Impact Mgmt (20 Mo)	60	\$85,268.00		
MBA Global Impact Mgmt (12 Mo)	42	\$60,404.00		
Joint Degree BA/MA (IPD/MPA/NPTS)	90	\$127,902.00		
Joint Degree MPA/IEM	70	\$95,930.00		

Joint Degree IPD/ITED	70	\$95,930.00
Joint Degree MPA/ITED	76	\$106,585.00
Joint Degree MBA/IPD	80	\$106,585.00
Joint Degree MBA/IEP	80	\$106,585.00
Joint Degree Advanced Entry MBA/IEP	70	\$95,930.00
MA TESOL Teaching English to Speakers of Other Languages	40	\$56,850.00
MA TFL Teaching Foreign Language	42	\$63,951.00
MA Translation and Interpretation	60	\$85,268.00
MA Translation	60	\$85,268.00
MA Translation and Localization Management	60	\$85,268.00
Online MA Translation and Localization Management	32	\$46,400.00
MA Conference Interpretation	60	\$85,268.00
Advanced Entry Translation & Interpretation, Translation, Conference Interpretation or Translation & Localization Management	30	\$42,634.00
Advanced Entry TESOL	30	\$42,634.00
Advanced Entry TFL	30	\$51,519.00
MA TESOL with LPA Specialization	54	\$85,268.00
TFL Degree with LPA Specialization	54	\$85,268.00
MA TESOL degree with TFL Specialization	57	\$85,268.00
MA TESOL Degree with IEM Specialization	56	\$85,268.00
MA TESOL Degree with ICC Specialization	56	\$78,167.00
MA TFL degree with TESOL Specialization	56	\$85,268.00
MA TFL with LPA Specialization	58	\$85,268.00
MA TFL With IEM Specialization	58	\$85,268.00
MA TFL with ICC Specialization	58	\$85,268.00
(MIDD 4+1 MIIS) TFL and TESOL	30	\$42,634.00
MGIMO	60	\$42,634.00

Does not include MGIMO tuition

### **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. More information about health insurance can be obtained online at: <https://www.middlebury.edu/institute/student-life/health-wellness/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](#) (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. CACS produces and manages a Translation, Interpretation, and Localization Management Career Fair every spring.

### 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

DEPARTMENT	PHONE	EMAIL
<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 Advisors</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</b> (Summer Intensive and Custom)	831-647-4115	<a href="mailto:cls@miis.edu">cls@miis.edu</a>
<b><u>Administrative Departments</u></b>		
<b>Advancement</b> Meghan Williamson, Associate VP for Development	802-443-5817	<a href="mailto:giving@miis.edu">giving@miis.edu</a>
<b>Alumni Relations</b> Meg Story Groves, Associate VP for Alumni & Graduate Programs	802-443-5196	<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:smarino@miis.edu">smarino@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	831-647-6606	<a href="mailto:evag@miis.edu">evag@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, Senior Business Partner	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, 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](#), Section A.6.

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)**

##### **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

##### **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)

**Kent Glenzer**

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

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- PhD, Graduate School of Public and International Affairs, University of Pittsburgh,
- M.A. Politics, School of International Studies, Jawaharlal Nehru University, New Delhi,
- 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

**Jeffrey Langholz**

- PhD, Natural Resource Policy and Management, Cornell University
- MS, Sustainable Development and Conservation Biology University of Maryland
- BA, History, Dana College

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- MA, Educational Administration, University of Alabama
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- 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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- Ph.D, University of Pittsburgh
- MA, East Tennessee State University
- BS, Appalachian State University

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- Ph.D. Political Sociology, University of the Witwatersrand
- M.A. International Policy, Monterey Institute of International Studies
- Sophia University (上智大学)
- B.A. International Relations, Seton Hall University

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- Ed.D. Educational Leadership, California State University, Sacramento
- 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)

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- M.S. UC-Berkeley
- M.S. UC-Santa Cruz
- B.A. UC-Santa Cruz

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- 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

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

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- 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,
- M.A. in Applied Linguistics/Teaching English as a Second Language,
- 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

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

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- 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

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- MA Program, Chinese Pedagogy at Middlebury College  
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-Study abroad: University of California, San Diego

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- BA in German, Fu Jen Catholic University

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- Ph.D. in Spanish Linguistics. Designated Emphasis on Second Language Acquisition. University of California, Davis
- M.A. in Applied Linguistics for the Teaching of Spanish University of Antonio de Nebrija
- B.A. in Humanities University of Carlos III, Spain

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

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- TESOL Certificate, University of Florida
- B.A., French, Tufts University

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- BA in Linguistics at UC Berkeley, 2007
- BA in Japanese at UC Berkeley, 2007

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- MA, Translation, German, Monterey Institute of International Studies

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- B.A. in English Language Education, Chung-Ang University

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- MS, Instructional Science and Technology, California State University Monterey Bay
- BA, English Language and Literature, Ewha Womans University

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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

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

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- 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

**Patty Pai**

- B.A. Williams College
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- Ph.D. Linguistics, University of South Carolina
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- M.A. Linguistics, Michigan State University
- B.S. Geography/Linguistics, Michigan State University

**Xiaoyan (Grace) Shen**

- MA in Conference Interpretation, Monterey Institute of International Studies (2008)
- MA in English Language and Culture, Xi'an International Studies University (2001)

**Carol Shulman-Mora**

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- MA, Child Counseling and Assessment, University of Toronto
- BS, Premedicine and Psychology, University of San Francisco

**Adam Wooten**

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- 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 8243: Human Security & Development in the Arabic World

ARLA 8244: Arabs in the Diaspora

ARLA 8265: The New Middle East

ARLA 8272: Arab Ties with Europe

ARLA 8286: Arabs in the New Global Era

ARLA 8315: Arab & Islamic Presence in Africa

ARLA 8355: Arab Migration to the Americas

##### **ARLA 8382**

One of the most important developments of the twentieth century is Islamic revival. This course examines the ideologies and political strategies of the 20th and 21st century Islamist movements, as well as their origins and evolution. The course is motivated by a set of interlocking questions designed to understand the politics of modern Islamic political movements in the Middle East. What are the intellectual origins of these movements? What is their relationship to colonialism, theology, nationalism, democracy, liberalism, development, and women and gender? How have Islamic political movements evolved over time? What are the reasons behind and the consequences of some of these movements? electoral successes, after the Arab Spring in particular? These questions will be explored historically and in comparative perspective by drawing on scholarship from political science, Islamic studies, sociology, anthropology, and history.

## CHINESE

### CHLA 8220

This course aims to enhance your overall language skills on a variety of daily topics in authentic context, with a focus on raising intercultural awareness and cultural humility. It seeks to strengthen your 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.

The format of the 6-hour class comprises listening and speaking section (Wednesday and Friday), and reading and writing section (Monday). For the listening and speaking section, CHLA 8220A is based on interactive learning from video and audio featuring native speakers, and from the instructor and other classmates. For the reading and writing section, after the spoken course, highest-frequency characters and words will be systematically introduced in context. Reading exercises will train students to connect the dots-known characters and words, to enhance their reading comprehension.

The course is designed not only to help you grasp conversational and listening skills through, but also enhance understanding of content knowledge of Chinese modern society and Chinese culture. Assignments include different forms of listening exercises, performing and acting, discussion, oral presentations, grammar exercise sheets, writing a summary or comment, etc. Prerequisite for entering this course is determined by students' performance on the placement test administered before classes begin. Your language proficiency level, not the length of your previous studies, is the key factor in placement.

### CHLA 8222

This course aims to enhance your overall language skills on a variety of daily topics in authentic context. It seeks to strengthen your language performance from sentence to discourse level in listening, reading, speaking, and writing. Relevant authentic materials on contemporary issues in Chinese-speaking societies will be covered to enhance your understanding of Chinese modern society and Chinese culture.

The format of the 6-hour class comprises a listening and speaking section, a reading and writing section, and a review section. The listening and speaking section is based on interactive learning from lesson audio and video. The reading and writing section will introduce the key words and highest-frequency characters of the lesson. Assignments include listening exercises, grammar exercise, writing a summary or comment, oral presentations, etc.

Prerequisite for entering this course is determined by students' performance on the placement test administered before classes begin. Your language proficiency level, not the length of your previous studies, is the key factor in placement.

#### CHLA 8232

This course aims to enhance your overall language skills on a variety of daily topics in authentic context, with a focus on raising intercultural awareness. It seeks to strengthen your language performance with emphasis on listening, speaking, reading and writing. Relevant cultural topics and perspectives in Chinese-speaking societies will be covered and practiced in various tasks. Different genres may be used to foster learner's autonomy. The course is also designed not only to help students grasp conversational and listening skills through, but also enhance understanding of content knowledge of Chinese contemporary society and Chinese culture.

The format of the 6-hour class comprises listening and speaking section, reading and writing section and practicum section. For the listening and speaking section, CHLA 8232A is based on interactive learning from video and audio featuring native speakers, and from the instructor and other classmates. For the reading and writing section, after the spoken course, highest-frequency characters will be systematically introduced in cultural context. In the practicum section, we will practice target grammars through communicative methods. Reading exercises will help students develop connecting the dots-known characters and words, to enhance their reading comprehension. Assignments include different forms of listening exercises, dialogues, pragmatic function practice, discussion about cultural topics, oral presentations, grammar exercises, etc.

#### CHLA 8315

This course is aimed to improve your overall language skills. Most of the contents/ materials will be based on business occasions and economic-related discussions, topics including meeting business partners, negotiating products prices, advertising and products promoting, signing contracts, etc. Besides the business and trading languages in Chinese, topics range from the dilemmas of China's economy to the challenges of international trading will be given as supplemental readings. Following the reading activities in class, discussions will be conducted on the content and other related issues of the reading materials. The discussions are not only to practice new vocabulary items and sentence structures, but also to develop your speaking skills through a variety of speaking genres, such as conversation practice, story-telling, discussion, debate, and oral presentations. The course relies on learning tasks/projects to achieve the learning objective and, YOU, are at the center of the whole learning process. To learn a language is to create a new path of thinking and is the only way to progress by constant learning.

#### CHLA 8324

Topics such as social phenomena, cultural differences and current issues will be introduced and discussed in this course. The objectives of the course are to develop the language proficiency of participants and to have a better understanding of Chinese world.

#### CHLA 8345

This course aims to improve your overall language skills. It will enhance your reading skills by familiarizing you with the different language "markers" in the modern Chinese language, commonly used sentence structures and idiomatic phrases. Some reading texts are explained, as examples, in class, others will be assigned for extensive reading in or after class. Following the reading activities in class, discussions will be conducted on the content and other related social issues of the reading materials. The course relies on learning tasks/projects to achieve the learning objective. Writing assignments will be based on the readings; you may be

asked to summarize, analyze, reflect, and comment on the reading texts or supplementary materials.

Prerequisite for entering this course is at least two years of solid recent studies of college -level Chinese; the ability to understand and participate in questions and answers of everyday situations; the ability to read and understand sentences and short paragraphs, the ability to write sentences and short paragraphs on simple topics; knowledge of basic sentence structures, the ability to read and write approximately 1,000 most commonly used Chinese characters. Placement is determined by students' performance on the placement test administered before classes begin. Your language proficiency level, not the length of your previous studies, is the key factor in placement.

#### CHLA 8430

This course contains materials that cover from Han dynasty to Xi's Belt and Road initiative, and its applications to geopolitics, world history, and cultural and trade exchanges. Authentic materials include Hexi Corridor documentary, online articles, book chapters, and guest speaker's lecture. It aims to open door for learners of Chinese to classical Chinese with insights from proverbs, idiomatic expressions from the insights of re-interpretation of Chinese Dream in Silk Road history and Belt and Road initiative. There is an individualization research component to this class. In addition to the class hours, students are also keeping their reading logs with the instructor and TAs from Stage 2 of learning (late September through November), during this period of time, students are reviewing materials covered during the first few weeks and start to make relevance and develop their research interests, to further and conduct research reading in Chinese.

Final deliverable for the course are a wrap-up research analysis paper of 12 to 15 pages (depending on your level, discuss with the instructor) or its equivalence of the content in the format of digital media integration), and a 20 min final presentation will be delivered in class, and a 5-7 min mini-version final presentation, if chosen by the class, on November 14th will be delivered in Irvine Auditorium, open to MIIS community. A key research topic is developed and concluded after the first 8 weeks, and further develop an individualization research project related to your major, using insights from Silk Road: East and West. 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 outline reports in late October, 15 min final presentation, and 5 min Mini-Monterey Model presentation, if chosen by the class. The goal is to exchange views and acquired knowledge pertinent to selected topics and gain feedback from fellow classmates.

#### CHLA 8433

China has risen to be a global power in terms of military development, economy growth, 5G market, and so on. This course will discuss topics about China politics, military development over the past decade, Belt Road initiatives, Huawei case studies in 5 G, AI implementation, China's international relationship with neighboring countries and with U.S.

#### 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 8498

##### Method/Material Development Teaching Chinese

This course is based on the 21st century foreign language curriculum framework and material development framework theory, in-depth understanding of the principles and examples of curriculum design for different Chinese programs in US, and to explore the relationship between acquisition results and Chinese teaching. The course will also share in-depth understanding and design of curriculum design principles and content based instruction on Teaching Chinese as a foreign language and dual language. We will include "iChineseReader" challenge as hands-on task for a pilot project.

At the end of this course, students should have the following abilities:

- Have a preliminary understanding and understanding of the main topics in the field of methodology, curriculum design and material development research
- Further understanding of the relationship between various Chinese teaching materials and second language acquisition
- Effectively design materials for teaching programs based on different projects

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

### **DPMI 8640**

This course is offered as a partnership between MIIS and Sitka Tribe of Alaska (STA), a federally recognized tribal government serving 4,400 Tribal Citizens in Alaska through its mission to “exercise its sovereign rights and powers, to preserve the integrity of Tribal society, and improve the lives of individual Tribal Citizens.”

Participants will work with Sitka Tribe of Alaska staff to develop original monitoring and evaluation designs that allow them to apply critical course concepts to a real-life project, and to support the strengthening and indigenization of STA’s monitoring, evaluation, and reporting capacity.

The program will include an onsite program component August 5-14, 2020 in Sitka, Alaska.

## **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 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 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 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 8526

Architecture may be defined as the deliberate transformation of the natural environment into a cultural environment. It should also be seen as a means for building (literally!) sustainable solutions to problems pertaining to public space, access, and identity. In this course, we will explore the intersection between architecture and development through case-studies that range from the large to the small, all centered on a number of typologies: markets, schools, places of worship, clinics, transportation nodes, water points and more. Students will work in teams to analyze existing solutions to significant development problems that involve the use of public space. They will then create alternative solution strategies that incorporate systems thinking, human-centered design, development theory, and, sound public policy.

An additional 9 hours will be scheduled as “studio time” during the intervening week. Studio time—a period of feedback, coaching and mentoring—will be scheduled flexibly to accommodate Sprintensive and non-Sprintensive students.

#### 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 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 8544

This course will critically examine the promises and limitations of “human security” and “human development,” two concepts adopted by the UNDP and other UN agencies as well as by a number of countries. Central to the examination is the question: What are the political and policy implications of a “people-centered” reconceptualization of security and development and how should nations address their major human security and human development problems? The

course will review the evolution of the two concepts, their operational definitions, and the UNDP's annual Human Development Report, which provides the Human Development Index (HDI) of most of the members of the United Nations. Each student will then select a country of interest to her/him and develop a report that gives illustrative examples of human security and human development challenges it faces, describes how it addresses or fails to address those problems, and provides recommendations for how it should. The students are free to choose a policy area of concern to them, e.g., standard of living, employment, health, education, environment, housing, movement (migration), culture, language, and faith (religion).

#### 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 8557

##### Decolonizing Knowledge for Racial Equity

Western colonization gave rise to Eurocentric, patriarchal, capitalist, Christian, and heteronormative paradigms that lead us to believe, advocate for and retain an epistemic hegemony. These centuries-old epistemic hegemonies, today, dictate our pedagogy, inquiry, and praxis when it comes to the acquisition, management, and dissemination of knowledge. This is because knowledge, more often than not, is generated by and within these systems of global inequalities and they, in turn, reinforce various forms of hierarchical, unequal and discriminatory structures built on race, gender, class, sexual, caste, ethnic, religious, linguistic and other identities. The implications of learning under hegemonic epistemologies (for example, in institutions of higher education) on various careers - such as development, peace and conflict, education, environment and related disciplines - is that we start with the belief that we have the answers to the world's most pressing problems leading us to re-colonize the colonized through our impositions. In this course, as a first step, we will question our own epistemologies and then, we will use decolonial (understood as going beyond post-colonial) theories to understand how knowledge is acquired, legitimized, and disseminated. Further, we will explore how decolonized knowledge can challenge power structures whether in the classroom or when working in the field.

It is highly recommended that students take this course in conjunction with the "Racism and Policy" course offered in the Fall but not necessarily in any particular sequence. Additionally, students might want to follow up on this course by taking "Dismantling Whiteness, Capitalism, and Patriarchy for Racial Equity" also offered in the Spring.

#### 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 8562

##### SPR: Analytics and Thick Data in Social Change and Human Development

Analytics refers to our ability to collect and use data to generate insights that inform fact-based decision-making. The volume of data available to analysts is ever-increasing as our lives are digitized. The ability to make sense of this deluge of information is critical for effective program design and evaluation. While these data are a useful starting point, they are limited. They often do not capture the interconnected factors of the social world by relying on proxy measures. This course is designed to deepen your analytical abilities so that you can better understand complexity, place programs and policies in context, and describe how interventions interact and affect beneficiaries. These skills will give you the foundation for further analytical functions that are predictive and prescriptive. You will be introduced to concepts of ethnography to interpret human narratives as a complement to big data, which will make you a more capable program designer and M&E professional.

#### DPPG 8564

The timeliness of the topic at the national and global scale, is only matched by its political, economic and social relevance. The sustainability of urban areas is assailed by a combination of threats never seen before. At a time when—for the 1st time in history—more than 50% of humans reside in cities, those looming threats demand multidisciplinary approaches both to understand them better and to provide sensible solutions that mitigate the negative effects while amplifying the potential benefits. This class addresses those dimensions (economic, social, environmental, and political) as well as their interactions; it offers a framework under which the potential or already observed impacts are quantified and analyzed; and it surveys the policies implemented around the world. Although there are no explicit pre-requisites, students are expected to have a cursory understanding of economics and basic analytics.

#### 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 8566

Social change is often driven by project-level interventions. These interventions largely operate in isolation, with the lessons-learned confined to donor reports, episodic webinars, and academic publications. Meta-analyses and systematic reviews are methods that pull-together these related individual outputs and, through structured synthesis and interpretation, can advance the evidence base and inform decision-making.

This is a project-based course where small teams will complete a systematic review of an issue in social change that is important to them. This course offers team members an opportunity to make a meaningful contribution to the field. Each team will: Define a research question, Develop criteria for including studies, Review available evidence and select studies for the review, Analyze the data, Identify biases, Present results and “summary of findings” tables, Interpret results and draw conclusions, Disseminate results (\*should be listed in numerical order).

For the last activity, teams will consider developing an infographic, abstract, or some other means to effectively communicate the results (in partnership with the Meta-Lab). Finally, the teams will disseminate results through various media that can include blog posts, MIIS social media, and potentially for publication, for example in the Campbell Collaborative.

NB: This course will be delivered in the Sprintensive format with a lot of direction and oversight by the professor at each stage of the process. This is not a seminar.

### 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 8574

This workshop focuses on the importance of systemic thinking for social change, with an emphasis on methodological use and management implications of systems thinking and practice for social change organizations (SCOs). We will explore core systems thinking concepts—e.g. relationships, emergence, layers, coordination and communication, feedback, worldviews / system philosophies, complexity and chaos, etc.—to help answer the core question:

**“How can systems thinking and practice (i.e. use of methodology) support organizations to effectively develop and apply capacities, processes and systems to contribute to emergent social change in complex development environments?”**

The workshop, readings and exercises are designed to provide an introductory background on the history, schools of thought, and key principles of systems thinking; a practical understanding of the implications of systems theory on systems practice, and vice versa; and a particular in-depth look at two cross cutting systems thinking traditions: ‘Soft Systems’ thinking and methodology (SSM) and critical systems thinking (CST). This will include critically analyzing the boundaries that organizations draw for their capacity development and related systems, as well as critically and systemically analyzing issues of power and culture that affect SCO performance in the highly complex environments in which they operate. This also includes exploring the natural relationship between systems thinking and action research. Note: Although we will cover some of the theoretical background to systems thinking this class is designed primarily as a “hands on” workshop in which we use methodology to learn key systems concepts.

#### DPPG 8575: Peacebuilding and Reconciliation In the Balkans

#### 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 8578

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.

#### 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,

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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 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 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 prerequisites:

- 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 8616

Students will choose a focal topic or challenge that is relevant to their degree. Under faculty member's guidance, students will then implement a suitable plan of activities to shed significant light on this topic. Final products may take many forms including a traditional research paper, a guide or manual for practitioners, a video product, or alternative deliverable that would be of value to a well-defined audience of practitioners. Students must identify a faculty sponsor who has consented to supervise the project in order to enroll in this class. Work can be taken on-campus or in field settings. Credit is variable (4 or 6 units) and depends upon the scope, complexity and rigor of the project.

The B section is 3 credits and is only open to joint IEM/MPA students.

#### DPPG 8617

The course will review the evolution of global discourse on multiculturalism as an approach to protect the rights of both majority populations and minority ethnic, indigenous, and migrant communities to their respective cultures. It will also examine national policies and practice in multiculturalism in selective countries. The underlying concern of this course is how to preserve cultural diversity in the increasingly globalized world in a way that is politically sustainable and morally and legally justifiable. After reviewing the evolution of global multiculturalism discourse, the students will conduct an in-depth analysis of multiculturalism policy and practice of selective countries from different parts of the world and incorporate their findings into a report to be submitted to an international agency such as UNESCO. The report will also include recommendations regarding norms, principles, and rules for further advancing the cause of multiculturalism at the global and national levels.

#### DPPG 8623: Seminar in Analytics & Thick Data for Social Change

#### DPPG 8627

We will study structural racism in this course by exploring the role that race and racism - experienced as disparities and discrimination - has played in making our social, economic and political structures unequal. Policy decisions then made by these unequal and therefore unjust institutions can only lead to furthering racial inequity. Even if deliberate policies are made to foster racial equity, the implementation of policies by those very same unequal institutions is fraught with hurdles. It results in a flawed policy in practice that does not really change ground realities. How can policies and their implementation break free from the structural inequalities that shape and execute them? This question expresses the biggest challenge in our work to end racism.

In this course, race will be understood more broadly than just skin color; it will include gender, sexuality, nationality, religion and other identities on which people are discriminated. Students will learn to analyze the sources of racism in policy decisions and will explore the impact of deliberate policies that tackle racism on broader race relations in society.

#### DPPG 8628

In the context of a more integrated yet unequal global economic system, of growing international and national security concerns, humanitarian crises and skill shortages, migration and immigration have become central to economic, political and social debates. This seminar is meant to engage in these debates by studying the intricate links between the ever increasing flows of peoples across borders; the national and international security dilemmas facing states and regions; and the urgent need to fully implement and redefine the international and domestic laws pertaining to Human Rights.

#### DPPG 8630

The course introduces students to a range of key challenges Japan is currently facing as the nation tries to redefine its role in the fast-changing world. Politically, the world is transitioning from the post-Cold War euphoria about ideological victory of capitalism over communism (the so-called “end of history”) toward an uncertain future characterized by a defuse distribution of power, both hard power and soft power. Economically, globalization is being driven by technological revolutions, national and cross-border market expansion, and the massive and instantaneous international capital flows and is changing the distribution of wealth and development opportunities around the world. The changing political and economic power structures are contributing to a major shift in the distribution of military power, leaving no country in a position to assert a superpower status and raising questions about the sustainability of military alliances that were formed during the post-WWII and Cold War decades. Finally, the cross-national transmission of social values and cultural practices, e.g., in fashion, food, entertainment, arts, literature, and sports, is creating a new world of social innovations and cultural fusions that defy national borders. In the face of these sweeping changes, the Japanese are raising questions about their future: How much longer can Japan remain the third largest economy in the world? Can the Japanese people retain their identity as a peace-loving people under their pacifist constitution? Can they continue to believe that their country is characterized by ethno-cultural homogeneity? Can they continue to claim manga, anime, umami, and myriad other products of Japanese origin as “Japanese” cultural products when they become popularized and localized in other countries? How the Japanese answer these questions will help redefine Japan’s role in the world and how the country will relate to other key world powers. The class will study how the Japanese intellectuals are addressing these questions and what answers they are coming up with through individual reading and class discussion of a selection of Japanese writings about their nation’s relations with other relevant world powers, including the United States, China, Korea, Russia, Southeast Asian countries, and the European Union.

#### 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 8640

Migration takes various forms, ranging from unskilled and skilled labor migration, regular and irregular migration, temporary and permanent migration, refugees and asylum-seekers, internally displaced persons, to human trafficking and people smuggling. The aspects of migration one can study also range widely, from migrants' human rights and identities to national and human security implications, from economic and social impacts on the country of origin and the destination country to integration of migrants in the host society, from political to environmental drivers of migration to resource impacts in the destination country. In many countries internal migration may be as important as or more important than international migration. Moreover, effective migration policy cannot be sustained in isolation from other national policies, including those concerning economic development, demographic and population changes, national security, and foreign policy. In this seminar, the students will be introduced to (1) purpose and methods of comparative policy analysis; (2) major immigration challenges and policies addressing them, with illustrative examples from East Asia, Europe, and the Western Hemisphere. Each student will develop a comparative analysis of migration policies of two countries, located in two different regions, that share a similar migration policy challenge. The analysis will include a description of the migration policy challenge in the countries and their policies toward that problem, and an explanation of similarities and differences between the policies as well as an assessment of the policies' effectiveness. The two-country comparison will be based on a theoretically informed comparative framework.

#### 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 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 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 8698

Directed Study.

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 9530

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.

#### 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 9542

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.

#### DPPG 9543

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.

#### DPPG 9570

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.

#### DPPG 9581

Both natural and man-made disasters, including the release of weapons of mass destruction, reveal a community's preexisting vulnerabilities. The emergency response, and the nature of the disaster itself, combine to affect the short- and long-term health of the disaster-struck community. We will examine public health components of disasters, including emergency preparedness and response, relief efforts, health surveillance, and the ethical considerations of these activities. With case studies and readings, we will employ a public health perspective to understand the community impact of natural and man-made disasters in both developed and developing countries.

#### DPPG 9605

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.

#### DPPG 9607

Women leadership will focus on pathways to personal leadership development. It will require each student to be open, authentic, do some deep reflection on their skills and abilities as leaders. The course will include personal strength finder, negotiation skills, leveraging your unique perspective to lead. We will also focus on different leadership styles and how they apply in a variety of situations. Cases, role-play, reflection will be the anchors of the course. We will also invite women leaders from USA and internationally to talk about their journeys and learnings.

#### DPPG 9611: Data Interpretation & Presentation

#### 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 9622

This course is a follow-on to NPTG 8621: Introduction to Money Laundering and Trade-Based Financial Crime. It is designed for students who wish to pursue a career related to financial crime detection and prevention, whether in the government sector, private sector or multilateral agency. The first part of the course covers all the elements of shaping an institution's financial crime compliance program, including AML, FCPA, OFAC and FATCA compliance. Students will develop their own risk scoring methodology for geographic risk and customer risk. We will also look at AML regulations and enforcement in other countries around the world. Students will examine at what a number of multilateral organizations are doing like the Basel Committee Guidance, Wolfsberg Group recommendations, FATF blacklists and FATF mutual evaluations.

Many case studies will also be examined – both cases of banks behaving badly, as well as international criminal investigations – shedding light on how financial crimes are brought to light and how law enforcement can best investigate and prosecute.

Finally, any well-structured compliance program also has a system for escalating alerts for further investigation and reporting. In this class, students will review how to find and assess sources of evidence, spot red flags, and identify beneficial owners. Financial crime investigators, whether they be in the private sector or public sector, must master not only research skills, but

also analytical and writing skills. For the final assignment, students will learn how to write up a suspicious transaction report with actionable intelligence.

#### DPPG 9634

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.

#### DPPG 9650

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.

#### 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 9670

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.

#### 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 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 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 8485: ICC & EAPP Communication 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 8502: Principles & Practices in Language Teaching 1**

Along with Principles and Practices 2, this course provides students with a foundational pedagogical training in preparation for careers in foreign/second language teaching. Topics covered include an introduction to the field and its expectations, course/syllabus design, needs assessment, and unit design. Students will engage in a variety of real-world performance tasks, such as creating needs assessment instruments, summative language assessments, and unit plans. Students will also deepen their understanding of course concepts by conducting classroom observations.

### **EDUC 8503: Principles & Practices in Language Teaching 2**

Along with Principles and Practices 1, this course provides students with a foundational pedagogical training in preparation for careers in foreign/second language teaching. Topics covered include essentials of lesson planning, authentic texts use, formative assessment, differentiation, and high leverage teaching practices. Students will engage in a variety of real-world performance tasks, such as creating lesson plans and performing microteaching. Students will also deepen their understanding of course concepts by conducting classroom observations.

### **EDUC 8510**

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

### **EDUC 8515**

Designed to strengthen students' academic literacy skills, EDUC 8515 provides opportunities to develop efficient strategies for: critical reading of academic texts, analyzing high-stakes academic genres, and producing successful academic and professional writing. Course activities and assignments feature guided practice with understanding academic assignments, writing from sources, planning and drafting texts, exchanging feedback, revising, and editing. Students produce and revise several assignments, including at least one project required in an MATESOL/MATFL course.

### **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 8545: Language Teaching for Social Justice

This course aims to increase language teachers' capacity to benefit from the transformative potential of language instruction to eliminate any kind of discrimination and to raise social justice and equality at large. Some of the objectives of the course include enabling language teachers:

- To acquire and employ the appropriate vocabulary and language to identify and address the critical issues discussed;
- to develop their critical consciousness through which they will recognize the systems of oppression and inequality;
- to better value students' diversity, to better establish a caring and inclusive learning environment, and to better demonstrate trust and solidarity in the classroom;
- to make curricula relevant and applicable to all their students through accommodating and differentiating instruction;
- to create a learning environment that promotes critical thinking and agency;
- to become curriculum leaders who can participate in complicated conversations and advocate for social change;

This course explores pedagogical principles and practice opportunities for language teachers who would like to integrate social justice issues into their classes. The course will cover the following critical issues:

- Immigration and peacebuilding
- Environmental education and sustainability
- Gender equality
- LGBTQ+ inclusive pedagogy
- Race and ethnicity
- Class and economy

#### EDUC 8546: Language for Peacebuilding

This course uses an eight-day immersive learning experience through the countries of the former Yugoslavia as a laboratory for exploring the potential for language education to be a site of peacebuilding in areas of lingering conflict and nationalism. The course will meet for several weeks in the lead-up to the immersive experience, with readings on the conflict in the region, on language teaching for peacebuilding and reconciliation, and on the role that language and educational policy can play in conflict areas. Over the course of the eight days in the Balkans, we will visit key sites for understanding what transpired in the 1990's, meet with people who are working in various ways to rebuild the countries that emerged from the conflict, meet language teachers and policy makers in the region, and identify a topic related to peacebuilding that language that students will explore in more detail. After returning from the spring break trip, students will complete a project related to their chosen topic, which will be presented at a fair for the MIIS community.

### EDUC 8559: Teaching of Listening & Speaking in L2 Contexts

This seminar will introduce TESOL and TFL MA candidates to the teaching of speaking and listening in second and foreign language contexts. Topics to be covered include factors that influence L2 listening, target language interaction, accuracy and fluency in speaking, pronunciation, pragmatics, and helping learners overcome their anxiety about speaking and listening in their second or foreign language(s). Assessment issues will also be addressed near the end of the course.

This is a variable unit seminar. That is, it may be taken for either two or three units, depending on the individual student's needs and/or course load. All students will attend 45 hours of class, but the students taking the course for three units will do an additional assignment (to be negotiated with the instructor).

### 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 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 8579

This 2-unit course is offered in-person over two weekends, and there will also be one online synchronous session offered between the two weekends. The course focuses on general approaches to teaching online (as entirely online courses, hybrid/blended models, and online elements for face-to-face classes) as well as specific approaches to teaching languages online. Discussions and class activities will focus on debates around online education; relationships among SLA theories, teaching philosophies, and online teaching; and online language teaching/learning tools. Students will have the opportunity to create and deliver an online lesson, and build online language learning units that match their pedagogical & professional interests.

#### EDUC 8581: Leadership in Language Education

This one-unit seminar will focus on developing leadership qualities and skills for professionals in the broad field of language education. Whether you aspire to train language teachers, develop curricula, run language programs, write materials, work in language assessment, or be a teacher in your own school context, there are leadership skills that you can develop and employ to be more effective in your chosen role. The following goals and student learning objectives will be addressed in this seminar:

Participants will understand key frameworks depicting the components of leadership.

Participants will interact with successful leaders in our field, in order to understand typical leadership experiences—both challenges and successes.  
Participants will recognize the characteristics of successful leaders in our field.  
Participants will determine their own plans for future development as leaders in the broad field of language education.  
Participants will gain confidence and skill in their own abilities as leaders.

These goals will be accomplished through a series of readings, discussions, and small projects as well as a substantive final project.

#### EDUC 8585: Method/Material Development Teaching Chinese

This course is based on the 21st century foreign language curriculum framework and material development framework theory, in-depth understanding of the principles and examples of curriculum design for different Chinese programs in US, and to explore the relationship between acquisition results and Chinese teaching. The course will also share in-depth understanding and design of curriculum design principles and content based instruction on Teaching Chinese as a foreign language and dual language. We will include "iChineseReader" challenge as hands-on task for a pilot project.

At the end of this course, students should have the following abilities:

- Have a preliminary understanding and understanding of the main topics in the field of methodology, curriculum design and material development research
- Further understanding of the relationship between various Chinese teaching materials and second language acquisition
- Effectively design materials for teaching programs based on different projects

#### EDUC 8598

Directed Study.

#### EDUC 8660

This 2-unit J-Term course provides theoretical and practical approaches for general issues related to program administration and specific issues related to language program administration. This is an asynchronous online course that also includes synchronous sessions focused on particular topics. General topics include: Change & Innovation, Customer Service, Decision-making & Negotiation, Effective governance, Ethics, Human resource management, Project management, Quality assurance, Strategic planning, Time management. Specific topics include: Intercultural Communication, Language and Teacher Hiring Practices, “Language” of LPA, LPA Skills & Knowledge, Quest for LPA Academic Legitimacy, Technology and the LPA, Transition from Language Teacher to LPA, Specific Language Program Contexts

Upon successful completion of this course, you will:

1. Recognize the macro- and micro-level issues involved with LPA work
2. Reflect upon past and present language learning & teaching experiences using the lens of LPA frameworks
3. Evaluate strategies for handling hypothetical future situations in LPA contexts
4. Analytically observe and/or interview a current LPA
5. Apply theories and frameworks about LPA to an internship context of your choosing

### 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 8662

This intensive online seminar is intended for experienced language teachers who have (or expect to have) responsibilities for educating other teachers. Its contents and goals are based on the assumption that in our field, people are typically promoted into training positions because they have done well as teachers themselves. Seldom are they given specific preparation for their roles as teacher educators. However, in the past two decades, teacher education has become a viable specialization in our profession and teacher development has emerged as an established focus of research.

In this course we will investigate issues related to teacher training, education, and development. Various philosophies and models of pre-service and in-service programs for training language teachers will be examined, as will approaches to ongoing professional development. Seminar participants will engage in asynchronous Canvas discussions as well as a few synchronous sessions in order to build professional skills to be more competent and confident teacher educators. It is my hope that participation in this seminar will take you one step closer to your “dream job.”

### 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

## EDUC 9535

How and why do we bring learning out of the traditional classroom context and into broader communities? In what ways does this process expand what counts as knowledge? What skills of intercultural communication are necessary to facilitate bridging these different cultures, and what abilities does one develop as a result? And how do issues of hierarchy, status, power, and identity play a role in diverse interactions among students and community partners? Service-learning is an innovative pedagogical methodology in which students actively participate in civic engagement to enhance their academic curriculum, and share in critical reflection throughout their service to community organizations; it is a means to bridge theory and practice throughout one's educational experience. In this 2-unit elective you will identify historical philosophies and contemporary paradigms associated with service-learning and civic engagement, along with a number of successful case studies & models. You will also have the opportunity to become a short-term service-learner in a community partner organization, engaging in critical reflection throughout the process. Overall, you will develop relevant knowledge, skills, and dispositions to approach service-learning in critical, respectful, and ethical ways as a means to building meaningful and sustainable partnerships.

### Learning Outcomes:

1. Identify historical philosophies that underpin international & domestic service-learning and civic engagement
2. Distinguish various contemporary civic engagement paradigms (e.g., volunteerism, internships, immersive learning, traditional SL, critical SL, "alternative spring breaks")
3. Examine case studies & models for service-learning and civic engagement in international & domestic contexts
4. Identify the multiple knowledges involved in these case studies & models, and assess how these knowledges could be conflicting and/or complementary
5. Participate in meaningful short-term service-learning projects
6. Practice essential intercultural communication skills, including active listening, perspective-taking, and audience coalescence
7. Analyze & evaluate your own experiences with service-learning through ongoing reflection (individual, group, anonymous, shared)
8. Identify elements of your identity that may shape your intercultural interactions and reflect upon the multiple identities of those with whom you work
9. Integrate course material through application to future service-learning projects in which you and/or your students will participate
10. Collaboratively create an intercultural communication toolkit that can guide interactions across diverse contexts (including ethnographic field methods like observation, field notes, and interviews)

## FRENCH

### FRLA 8205: Gender in Politics

This course examines the role of gender in French and American politics today, with an emphasis on comparative analyses of a variety of news media and country-specific case studies. From the shifting face of Marianne to Marine Le Pen, we will isolate visible norms surrounding

femininity on the contemporary French political stage as well as counter-currents to those norms represented by intersectional feminist political actors and activists such as Rokhaya Diallo and Fatou Diome. The course is also designed to encourage students to explore politics and gender as it relates to their professional interests. What can a gendered understanding of power and politics add to work in development? To national security? To international education management? Students will give two presentations on a text of their choice over the course of the semester, intended to give them an opportunity to bring to the fore of class discussion and content their individual professional and/or academic interests.

Course components include:

- Creation of a Middelcreate website
- Blogs reflections (4), 2 versions each
- Zoom conversations (3) on course themes with a Masters student at the University of Corsica Pasquale Paoli
- Vocabulary quizzes (4)
- Final live research essay, using Camtasia or iMovie
- Cahier and self-evaluation

Other course requirements include continuous and spontaneous participation both in class and online, and general preparedness for class each day (completion of daily assignments such as readings, reading responses, resumes of Radio France Internationale news stories, and so on).

This course will be conducted entirely in French, and all texts studied will be in French.

Required language proficiency: ACTFL Intermediate-low

FRLA 8220: Food Security & Public Health

You must take the Friday 10-12 grammar classes (for a total of 6 contact hours for this class) in order to receive 4 credits. Professor Jeremy Frye

This course will explore the intersection between access to sustaining food and human wellbeing. After defining the two foundational concepts of food security and public health, students will address these concepts' relationship through case studies at multiple levels: the self, the community, the country, and the world. Content will be drawn from authentic policy texts and from students' lived experiences. Aesthetic and spiritual aspects of food and wellbeing will also be considered. Key questions guiding course activities will be:

- What does it mean to live a life with dignity?
- What is the role of food in our lives and wellbeing?
- What role should government play in assuring our wellbeing?

Class sessions will be predominately discussion- and activity-based. Assessments and deliverables will include vocabulary and grammar quizzes, Integrated Performance Assessments (including interpretive, interpersonal, and presentational communication tasks), and a personal project related to students' fields of study. There is no required textbook; materials will be distributed in class. The course will be conducted in French and is destined for students with an Intermediate Low level of proficiency.

### FRLA 8221: Social Issues – Contemporary Quebec

In which ways are France and the United States similar, from a cultural point of view? And in which ways are they different? How can understanding culture(s) help us cooperate with others in today's globalized world? And better understand ourselves? These questions will be explored in this course through multiple thematic lenses based on areas of student interest (e.g., the environment, conflict, humanitarian aid). Class sessions will be predominately activity-based, with a balance among the interpretive, interpersonal, and presentational modes of communication. Assessments will highlight performance tasks in which students are asked to demonstrate their ability to engage in cultural inquiry in real-world situations related to their professional careers, as well as periodic vocabulary and grammar quizzes. There is no required textbook; all needed materials will be distributed during class. The course will be conducted in French and is destined for students with an Intermediate Low level of proficiency.

### FRLA 8247: Cultural Practice & Paradox

The more we are exposed to a culture, the more paradoxical it often begins to seem. In this class, we do not seek to do away with neat categorizations of cultures (high Uncertainty Avoidance versus low, Individualist versus Collectivist, and so on), which are useful frames of reference.

We want, however, to complicate these schemas via a series of in-depth encounters with different cultures, including our own. Students will be asked to:

- Explore the complexity of their own culture in reflective writing assignments, pointing out paradoxes where those can be found;
- Hone their observation skills by reading and decoding a range of critical incidents of cross-cultural encounters;
- Study Hofstede's cultural dimensions as useful tools to begin conceptualizing where cultures converge and diverge;
- Choose a cultural contact (a university student studying English) among contacts provided to them from Haiti, Senegal, Togo, and France;
- Explore context-appropriate behavior in their contact's culture, and develop hypotheses and explanations for any paradoxical conduct they encounter;
- Video-chat with their cultural contact, allowing him or her to correct misunderstandings and answer any questions about paradoxes that surface during the students' research.

To scaffold conversations between students and cultural contacts, we will use questionnaires developed by the Cultura program at MIT. By the end of the term, students should be able to speak in an informed manner about complexities in their target culture, from the perspective of their cultural contact. Students will leave with a deeper understanding also of the French language, as they reemploy the words of their contact in their observations and interpretations of the target culture, and regularly present on and discuss this language.

### FRLA 8291: France & MENA Region

This course offers students a focused exploration of key issues that have affected MENA (Middle East and North Africa) in recent history through the present day. France and MENA Region is structured as a learner-centered and collaborative course. We will also address the role of the international community and specifically French policies toward the MENA (Middle East and North Africa) region.

Seven Key Topics for FRLA 8291:

- Colonialism/ post-colonialism: Historical Background, Impact on Resource Allocation and Economic Relationships (water, oil, energy, etc.)
- Border Control: Issues of Humanitarian Relief and National Security (civil wars, illegal immigration, refugees, arms smuggling, etc.)
- Palestinian-Israeli Conflict
- The Arab Spring and authoritarian regimes
- International interventions in Syria, Iraq and Libya
- Islamophobia and Security, Post 9/11

Students will utilize and develop essential skills of reading, writing, speaking

FRLA 8292: U.S./EU Policies in MENA Region

This course offers students a focused exploration of five key issues that have affected MENA (Middle East and North Africa) in recent history through the present day. U.S./EU in MENA Region is structured as a learner-centered and collaborative course.

In this course, we will investigate the historic and contemporary roles, attitudes, and policies of predominant power groups: The U.S., France/European Union, Arab and Middle Eastern States, and China or Russia (where relevant) toward the MENA region.

Five Key Topics for FRLA 8292A:

- Colonialism/ post-colonialism: Historical Background, Impact on Resource Allocation and Economic Relationships (water, oil, energy, etc.)
- Palestinian-Israeli Conflict
- The Arab Spring and authoritarian regimes
- International interventions in Syria, Iraq and Libya, and Border Control: Issues of Humanitarian Relief and National Security (civil wars, illegal immigration, refugees, arms smuggling, etc.)
- Islamophobia and Security, Post 9/11

This course is open to students with Intermediate Mid level of proficiency.

FRLA 8310: Social Issues in Contemporary France I

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 8311: Africa in a Changing World

In this course, we will investigate the historic and contemporary roles, attitudes, and policies of France/U.S. toward the African continent in the context of colonization and post-colonization, international relations, economic initiatives, and the play for global dominance. In equal measure, we will examine the historic/contemporary responses and political movements of the African Union nations as they establish their sovereignty and claim their rightful place as an emerging global power.

This course provides theoretical tools for research and analysis. We will scrutinize how policy decisions of all three players have simultaneously shaped and responded to key topics affecting the African continent. Our observations will aim to uncover alliances and common objectives as well as discord /disjunction between the French, American, and African Union nations. This course is open to students with Intermediate High/Advanced Low level of proficiency.

#### FRLA 8320: Social Issues in Contemporary France II

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 8363: Reclaiming Culture and Power: Sub-Saharan Africa

FRLA 8375: Gender, Social Justice, & Development

FRLA 8377: Resources Conflict & Security

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 8418: China and Africa Development

FRLA 8422: International Migrations

The course will provide an overview of migration, human rights, and the role of regional and international organizations. We will discuss the recent crisis of refugees from around the world, immigrants' identity and their integration in the host country and the impact on the people and the economy. The influence of globalization, demographic shifts, regional and international conflicts on the future of migration will also be among the topics to be presented and discussed in this course.

We will closely look at the following:

- International migration laws
- The rights and duties of migrants
- Immigration and the rise of nationalist groups / parties
- Brain Drain

Students are expected to be familiar with the reading of the day in order to fully participate in class discussions,

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 High to Advanced Low on the ACTFL language proficiency scale. <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english>

#### FRLA 8424: Working with Self & Others

It will be hard, and not satisfying, for you to be a productive and happy professional if you neglect your whole-person development. And you won't be as efficient if you're unsure of who you are and how to grow (mostly) happily over time and through life's circumstances... This is why this class allows you to develop your emotional intelligence, your self-management, your social skills and communication skills; and to apply them to social and professional situations.

Our class borrows from neuropsychology, cognitive sciences, cognitive psychology, archetypal and transcendental psychology, neurolinguistics, cognitive linguistics, social psychology, positive psychology and intercultural competence (ICC) studies. We spend about 5-6 weeks on "self-as-other," on self-observation, self-knowledge and self-development, and another 5 weeks on key ICC theories and concepts or tools, tips, and frameworks to help you understand yourself and others. Then we study Americans as "the Other" and look deeply into the culture, psychology and emotional dynamics of the 11 American nations (yes, eleven: E Pluribus Unum, indeed!); and what this means for you as an individual, a professional, and a citizen—or a foreigner residing in this country, or as a hyphenated American, etc.

Our class mixes skids and activities that engage your whole identity (cognitive, affective, behavioral-attitudinal, archetypal, and physical), reading and discussions of texts and theories, reflections and self-observation outside the classroom, and internalizing tricks and tips to develop your emotional intelligence and your social intelligence. Expect to learn (cognitively) a lot in terms of theories and ICC, but expect also to be intrigued and internally transformed—this is what happens when you connect your "self," your "persona," with deep psychology and meta-truths. Also expect to be surprised and disconcerted at least occasionally.

#### FRLA 8432: Comparative International Education

#### FRLA 8455: Comparing USA and France

### **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

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 8516: Trust Across Cultures

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: Intercultural Group Dynamics

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 8535: International & Domestic Communication Service Partners

How and why do we bring learning out of the traditional classroom context and into broader communities? In what ways does this process expand what counts as knowledge? What skills of intercultural communication are necessary to facilitate bridging these different cultures, and what abilities does one develop as a result? And how do issues of hierarchy, status, power, and identity play a role in diverse interactions among students and community partners? Service-learning is an innovative pedagogical methodology in which students actively participate in civic engagement to enhance their academic curriculum, and share in critical reflection throughout their service to community organizations; it is a means to bridge theory and practice throughout one's educational experience. In this 2-unit elective you will identify historical philosophies and contemporary paradigms associated with service-learning and civic engagement, along with a number of successful case studies & models. You will also have the opportunity to become a short-term service-learner in a community partner organization, engaging in critical reflection throughout the process. Overall, you will develop relevant knowledge, skills, and dispositions to approach service-learning in critical, respectful, and ethical ways as a means to building meaningful and sustainable partnerships.

#### Learning Outcomes:

1. Identify historical philosophies that underpin international & domestic service-learning and civic engagement
2. Distinguish various contemporary civic engagement paradigms (e.g., volunteerism, internships, immersive learning, traditional SL, critical SL, "alternative spring breaks")
3. Examine case studies & models for service-learning and civic engagement in international & domestic contexts
4. Identify the multiple knowledges involved in these case studies & models, and assess how these knowledges could be conflicting and/or complementary
5. Participate in meaningful short-term service-learning projects
6. Practice essential intercultural communication skills, including active listening, perspective-taking, and audience coalescence
7. Analyze & evaluate your own experiences with service-learning through ongoing reflection (individual, group, anonymous, shared)
8. Identify elements of your identity that may shape your intercultural interactions and reflect upon the multiple identities of those with whom you work
9. Integrate course material through application to future service-learning projects in which you and/or your students will participate
10. Collaboratively create an intercultural communication toolkit that can guide interactions across diverse contexts (including ethnographic field methods like observation, field notes, and interviews)

### ICCO 8560: Developing Intercultural Training in Organizations

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 8562: ICC Assessment

Purpose of course: ICC Assessment presents future professionals (international educators, administrators, advisors, teachers, and more) with both the theory behind and the practical application of intercultural assessment. This course begins by defining intercultural assessment and identifying a wide range of intercultural assessment instruments; next, it focuses on understanding specific purposes of assessment instruments as well as selecting appropriate assessment instruments; and then developing a needs analysis of a particular group for the purpose of implementing the assessment/s; and finally evaluating the assessment process and outcomes.

Learning outcomes: Students will develop an understanding of the art, science, and implementation of intercultural assessment tools in order to design, develop, and administer intercultural assessments to a variety of constituents.

At the end of this course, students will be able to:

- Understand the different intercultural assessment tools available and distinguish the purposes (as well as pros/cons) of each based upon the audience
- Create a needs assessment of a specific target group
- Select the appropriate assessment tools needed for specific audiences.
- Prepare a guided learning experience through the use of an intercultural assessment/s
- Evaluate the success of the target group's learning outcomes

#### ICCO 8565: Cuba Freeway – Road to Revolution

The title of this course is “Traveling Cuba’s National Freeway: The Road to Revolution,” but it could just as easily be titled “Seeing is Knowing: Studying Cuba in Cuba.” The Cuban Revolution was not just a historical event; on the contrary, it is an ongoing project. What’s more, it is the lens not only through which Cubans view and understand the world but also how Americans understand Cuba and Cubans. The “Road to Revolution,” then, is a physical, cultural, experiential, and academic journey along the entire length of the island by way of the national highway. In doing this, students will gain a firsthand account of the ongoing project that is the Cuban Revolution in all its present-day political, economic, diplomatic, and cultural realities, as these relate to education, healthcare, tourism, international relations, and trade. Correlative topics of race, gender, LGBT activism, the arts, and sports will also be treated.

It will also be important to underscore that, in addition to the Revolution, Cuba exists in the American imaginary as an island and is, thus, obligated to satisfy the perceptions and expectations that that imaginary demands. In fact, the notion of an “island culture” is a cultural construct born out of an imaginative geography, to use a term coined by Zaid, that are projections, first of the colonizer, then by the tourists who visit, all of whom are external observers. In this way, there is a cultural dissonance between what the inhabitants of an island

and what non-islanders think an island should be. This notion will be introduced to the students, initially during the pre-departure meetings during which we discuss expectations, then through the trip, and in the post-trip debriefing.

That said, there are certain obvious geographic features that can be considered. While in Cuba, students will attend a lecture in Havana by Dr. Roberto Pérez Rivero, Environmental Education and Biodiversity Program Director, for the Foundation Antonio Núñez Jiménez de la Naturaleza y el hombre. The FANJ is a “civil, non-governmental, non-profit organization active in research and development of programs and actions that promote values towards the Culture of Nature at local, national and international level. FANJ carries out five work programs, geo-historical research, patrimonial conservation and cultural services, sustainable localities, nature and community, responsible consumption and economy.” In addition, students will visit the Ministerio de Ciencia, Tecnología y Medio Ambiente (Ministry of Science, Technology and Environment) to learn about Cuba’s participation in the Biodiversity Finance Initiative.

By traveling throughout Cuba’s 15 provinces, students will witness the disparities in levels of economic and social development throughout the island and engage personally with Cubans whose lives are distinct from those of the capital and even neighboring provinces relative to their immediate geographic, social, and economic realities.

This experience of traveling the length of the island, this immersion in Cuban culture in all of its manifestations, will provide students a unique opportunity to develop each of the course’s proposed outcomes as they relate to Cuba, their own cultures, their areas of interest, the future careers, and, more importantly, themselves as individuals.

#### ICCO 8570: Communication in Multi-Cultural Settings

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, 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 8580: COVID-19 Cross-Disciplinary Pandemic

The COVID-19 pandemic is an unprecedented global crisis that has impacted organizations and individuals in previously unimaginable ways. Leaders are tasked with making complex decisions, and societal inequities have intensified differential consequences for individuals and groups around the world. Navigating through a global challenge of this scope requires interdisciplinary perspectives, approaches, and actions. In this online course, students will analyze the current situation from multiple perspectives, engage with others across disciplines, and have the opportunity to mobilize their disciplinary knowledge and skills to address this particular global challenge. MIIS faculty and students can play a pivotal role in addressing these issues through praxis, moving from theory to reflection + action. In this course, students will engage with experts from multiple disciplines to examine how COVID-19 has impacted the economy, environment, education, public health, and much more. Students will critically evaluate the roles that policy, language, cultural understanding, and intercultural communication play in shaping local, regional, and global responses to the pandemic across disciplines with an eye towards social justice and change. The course will provide students with tools to engage with a range of diverse audiences, to address complex problems, and to communicate their findings professionally as preparation for their future careers in a changing world.

#### ICCO 8589: Directed Study

#### ICCO 9247: Cultural Paradox & Practice

The more we are exposed to a culture, the more paradoxical it often begins to seem. In this class, we do not seek to do away with neat categorizations of cultures (high Uncertainty Avoidance versus low, Individualist versus Collectivist, and so on), which are useful frames of reference.

We want, however, to complicate these schemas via a series of in-depth encounters with different cultures, including our own. Students will be asked to:

- Explore the complexity of their own culture in reflective writing assignments, pointing out paradoxes where those can be found;
- Hone their observation skills by reading and decoding a range of critical incidents of cross-cultural encounters;
- Study Hofstede's cultural dimensions as useful tools to begin conceptualizing where cultures converge and diverge;
- Choose a cultural contact (a university student studying English) among contacts provided to them from Haiti, Senegal, Togo, and France;
- Explore context-appropriate behavior in their contact's culture, and develop hypotheses and explanations for any paradoxical conduct they encounter;
- Video-chat with their cultural contact, allowing him or her to correct misunderstandings and answer any questions about paradoxes that surface during the students' research.

To scaffold conversations between students and cultural contacts, we will use questionnaires developed by the Cultura program at MIT. By the end of the term, students should be able to

speak in an informed manner about complexities in their target culture, from the perspective of their cultural contact. Students will leave with a deeper understanding also of the French language, as they reemploy the words of their contact in their observations and interpretations of the target culture, and regularly present on and discuss this language.

#### ICCO 9321: Spanish in Community & Workplace

This Spanish course offers you a space to develop intercultural communicative competence and professional skills at the intermediate high/advanced low level. Each week, you will travel to a neighboring community and interact with English learners who are native speakers of Spanish. Through a sequence of tasks and projects, you will also build community, learning autonomy, and second language confidence. Finally, you will work on language needs for the workplace such as job interviews, resume building, professional correspondence, digital identity, and networking strategies.

#### ICCO 9424: Working with Self & Others

It will be hard, and not satisfying, for you to be a productive and happy professional if you neglect your whole-person development. And you won't be as efficient if you're unsure of who you are and how to grow (mostly) happily over time and through life's circumstances... This is why this class allows you to develop your emotional intelligence, your self-management, your social skills and communication skills; and to apply them to social and professional situations.

Our class borrows from neuropsychology, cognitive sciences, cognitive psychology, archetypal and transcendental psychology, neurolinguistics, cognitive linguistics, social psychology, positive psychology and intercultural competence (ICC) studies. We spend about 5-6 weeks on "self-as-other," on self-observation, self-knowledge and self-development, and another 5 weeks on key ICC theories and concepts or tools, tips, and frameworks to help you understand yourself and others. Then we study Americans as "the Other" and look deeply into the culture, psychology and emotional dynamics of the 11 American nations (yes, eleven: E Pluribus Unum, indeed!); and what this means for you as an individual, a professional, and a citizen—or a foreigner residing in this country, or as a hyphenated American, etc.

Our class mixes skids and activities that engage your whole identity (cognitive, affective, behavioral-attitudinal, archetypal, and physical), reading and discussions of texts and theories, reflections and self-observation outside the classroom, and internalizing tricks and tips to develop your emotional intelligence and your social intelligence. Expect to learn (cognitively) a lot in terms of theories and ICC, but expect also to be intrigued and internally transformed—this is what happens when you connect your "self," your "persona," with deep psychology and meta-truths. Also expect to be surprised and disconcerted at least occasionally.

#### ICCO 9485: ICC & EAPP Communication Skills

This course focuses on developing students' inter-cultural communication competencies and their written and oral presentation skills in English for academic and professional settings.

Students will explore how intersectional identities related to race, culture, ethnicity, etc. inform discourses in different contexts from ICC theories, personal experiences, and observations. This course is open to international students fulfilling their EAPP or ICC requirements.

### ICCO 9511: Introduction to Conflict Resolution

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.

### ICCO 9535: Economic Statecraft: Culture & Conflict Resolution

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 9562

This course will focus on the experiences of people who identify as Bicultural or Multicultural. Though 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 9575: Peacebuilding & Reconciliation in the Balkans

#### ICCO 9609: Environmental Justice

Environmental Justice (EJ) uses an integrated social and ecological justice framework to examine the evolution of the EJ movement from its origins in the historical relationship between environmental racism, “the disproportionate impact of environmental hazards on people of color” and environmental justice as a “response to environmental racism” (Energy Justice Network: <http://www.ejnet.org/ej/> ) to incorporate more global concerns regarding disproportionate access to environmental benefits and protection from environmental burdens for marginalized communities in both domestic and international contexts. The course integrates the study of theoretical works in environmental justice and intercultural competence for developing, analyzing, and promoting sustainable and equitable practices and policies that incorporate intercultural competence and communication skills.

#### ICCO 9611: On-site Perspectives France

Increasingly, collecting, interpreting, and presenting data are core skills in effective international program administration. Not only is it vital to know what data tell us, but also to know what they do not indicate – before a bad decision is made based on incorrect interpretations! This course is designed to help students understand the basics of data interpretation and clear presentation of findings. The class also raises important questions about the opportunities and shortcomings of data, focusing on both qualitative and quantitative data. In addition, the course examines the

promising ways to present findings (visualization) to deliver an accurate picture and compelling story across diverse audiences. The course is intended to work mostly with descriptive data and will not cover data analyses (e.g., statistical tests, coding). The course is conducted online, with both synchronous and asynchronous sessions.

#### **ICCO 9615: Allies at MIIS**

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 9650: Designing-Internationalization and Culture**

Software products are often designed with international customers in mind and it is common knowledge that products are localized with one or more specific regions in mind. What often isn't as well known is that matching the language and geography is merely the starting point for this work as most regions also have specific market expectations. Some are obvious and well-documented but many are subtle, non-explicit cultural norms which must also be observed.

Attention to international markets and customer cultures can happen at any point during the product development cycle, but when it happens could make or break the product's launch and ultimate success. Ideally, planning for these potential pitfalls should happen during the design process, so as to maximize cultural fit. Realistically, this often doesn't happen, but if at least marketing doesn't take heed, the results can be disastrous. This course will explore many of the well-known issues, looking at numerous case studies. We will also discuss ways to anticipate and correct many of these problems, often even before they happen.

## **INTERNATIONAL EDUCATION MANAGEMENT**

#### **IEMG 8500: Principles & Practices of International Education**

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: International Education Design & Assessment**

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 8511: Logic Model Framework for IEM**

This course will introduce students to the purpose and practice of utilizing logic models for design and assessment in the international education context. This course, taught in a weekend workshop, will emphasize fundamental principles and utilization of Theory of Change and the Program Logic Model. Logic Models are further developed and utilized in the IEM degree program and will specifically compliment your assignments in IEMG 8510: Design and Assessment.

#### **IEMG 8520: International Education Marketing & Recruiting**

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 8530: Comparative International Education**

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: Education & Development**

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: Staff Management in International Context**

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 8550: Budgeting in International Organizations

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 8551: Managing People and Resources in Cross-Cultural Context

This course prepares students to manage people and financial resources in programs, departments, or projects of moderate size and complexity. Course activities examine the complexities of staff and budget management in international and cross-cultural contexts. Specifically, students will learn about job description development, advertisement, inclusive selection processes, inclusivity, and ethics, managing remote teams, theory and practice of budgeting, and cost analysis. To manage resources effectively, managers must be able to establish trust, motivate staff, make difficult decisions, and communicate across cultural and organizational contexts. These critical skills are emphasized in this course.

#### IEMG 8562: Biculturalism & Multiculturalism

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 8598: IEM Directed Study

#### IEMG 8600: International Education Policy

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: Survey Design

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 8606: Education Diplomacy**

This interactive course will examine two key subsets of international education: citizen diplomacy and international scholarships. Students will learn to identify various program structures, critique existing models, and learn the nuts and bolts of administering both citizen diplomacy and international scholarship programs. Throughout the course, we will focus on the technical skills of proposal writing to secure grants to support citizen and education diplomacy efforts. Students will work in groups to compete for a grant, focused on either citizen diplomacy or international scholarships. Instructors will meet with student groups outside of class to provide tailored feedback on their projects. The process will culminate in a simulated grant panel to review and rank the proposals, illuminating how proposals are reviewed by experts.

#### **IEMG 8610: Education Abroad Management**

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 8613: Advanced Topics in Education Abroad**

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: Project Management**

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 8620: International Student/Scholar Services**

Exploring the role of international student and scholar 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 8625: Services for Student Development

This course uses student development theories related to intrapersonal, psychosocial, and cognitive growth as frameworks for examining professional practice in the U.S. higher education context. An emphasis on theories related to identity and interpersonal development centers the course on student support practices related to diversity, inclusion, and equity. Course work is designed as applied practice for holistic development of all students in the higher education student service domains including; Records, Financial Aid, Admissions/Enrollment Management, Academic Advising, Career Services, Health Center, Counseling Center, Residential Life, Student Affairs, Employment Office, Judicial Affairs, Alumni Relations, etc.

#### IEMG 8630: Counseling Skills for Advisors

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 8633: Cross Cultural Crisis Management

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: Fundraising: Methods & Strategy

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 8635: Higher Education Administration

Viewing higher education administration through the lenses of campus business offices, student services, and academic programs, systems theory will be used to examine the impact of university culture upon higher education administration practices. This course also investigates

how management and leadership styles have an impact on higher education administration practices.

#### IEMG 8642: Internationalization: K-12

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 8643: Global Education for the Future

This course explores the future of global education by examining new approaches to facilitating international exchange and intercultural learning through technology. We will study models ranging from virtual exchange and connected classes to training programs and Collaborative Online International Learning (COIL) programs. We will review the scholarship and practice literature to identify the opportunities and challenges with advancing global learning through technology, including implications for sustainability, diversity, equity, inclusion and access. Through mini-lessons, students will practice design, facilitation, assessment, and evaluation of learning with selected technologies.

#### IEMG 8649: IEM Project

This project-based course provides students with a structured opportunity to apply their knowledge and skill to real-world problems of practice. In this course students work with a partner of their choosing, or identify a partner with support from the professor. Then, working alongside the faculty, and with input from peers, students work to define, design, and implement projects. Participants will deliver their final projects to their learning partners and come away with work that they can add to their portfolio. Faculty will provide individualized feedback sessions throughout the term. Faculty will also connect students with professionals in the field, resources, and scholarship for additional knowledge and skill building related to the selected project.

#### IEMG 8650: International Education Management Practicum

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.

#### IEMG 8661: Onsite Perspectives: International Education Management in France

This course is an introduction to the onsite management of US Education Abroad programs and international education management in France. Middlebury's Paris School Abroad, Le Centre Madeline, will serve as the primary case study for the course. MIIS students will engage with the host community and Middlebury staff, faculty and students to better understand the onsite perspectives of managing education abroad for U.S. college students. Participants will also explore and evaluate a variety of international education organizations through visits and observations with various study abroad programs, French universities and local entities who engage with US students and partners to gain a deeper understanding of international education and professional practice in the French context. This project-based course provides students with opportunities to design and implement preprogram training for the student on this program and to

complete team projects related to the management of education abroad from a host community perspective. Students will study, explore and apply knowledge directly into practice through this immersive professional learning experience in France.

#### IEMG 8662: Onsite Perspectives: U.S.

This course is an introduction to the onsite management of U.S. international education programs. A key component of the course will be visits to local and regional international education organizations in the Monterey and San Francisco Bay areas. Participants will explore and evaluate a variety of K-12 and higher education programs through discussions, visits and observations. MIIS students will engage with practitioners in the field to better understand the management of international education programs. Students will study, explore and apply their knowledge related to a range of international education roles and services, such as advising, student affairs, recruitment, budgeting, program design and assessment, and more. This course provides students with opportunities to complete team projects related to the management of international education programs. Students may enroll for one or two credits, with additional project work and class responsibilities for those students completing two credits. Course fee: Students will be asked to carpool to the site visits and will be expected to contribute gas money. Course hours will be defined once site visits are confirmed.

#### IEMG 8670: Seminar: International Education, Equity and Social Justice

Students in this advanced seminar course will work collectively and individually to examine the latest research and practice related to equity and social justice in the international education field from a range of narrative, scholarly, and professional sources. The course will deeply examine issues of power, identity, and ethics in individual interactions and institutional structures. We will adopt the MIIS ICC Steering Committee's broad approach to understanding culture as including ethnicity, nationality, religious, gender, socio-economic, regional, and organizational cultures, among others. With this framework in mind, we will explore inclusion broadly, identifying specific structures and policies that advance equity and promote social justice. Students will engage in individual or pair research as well as a full class curriculum development project. Student learning will focus on both learning with this vital topics and applied practice with facilitating this learning in others. Note: IEM anticipates offering a core course on this topic beginning in the 2020-2021 academic year. Student work in this Spring 2020 course will be used to inform and shape the content of the core course, leaving a lasting legacy in the IEM program.

#### IEMG 8699: International Education Management Thesis

A Thesis alternative is available to students with extensive professional experience in the international education management field. Students interested in this option should consult with the IEM Advisor and Program Chair. Registration will be accomplished with an ADD/DROP slip and IEM Thesis Proposal form, signed by the faculty supervisor, program chair, and Assistant Dean of GSIPM.

#### IEMG 9570: Communication in Multicultural Settings

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.

## **INTERNATIONAL ENVIRONMENTAL POLICY**

### **IEPG 8503: Research Strategies for Environmental Policy**

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: Public Policy & the Environment**

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 8507: Governing the Global Commons**

‘Commons governance’ has emerged as a new paradigm in both functional and legal approaches to international environmental cooperation. Traditionally, nation-states have been considered the

sole actors in governing trans-boundary resources such as the atmosphere, water and the ocean. In contrast, the commons approach highlights the role of collaborative governance by all users of a depletable resource in designing, implementing and enforcing sustainability rules and norms. While nation-states remain key players, a commons approach is poly-centric (international, regional, national, sub-national) and multi-actor (government, business, civil society). This course provides a foundation in the theory and practice of global commons governance. Part One introduces the conceptual framework and empirical findings of Elinor Ostrom's work on the design of effective institutions for common pool resources. Working in teams of two, students will produce a case study which deploys the Ostrom framework to evaluate the effectiveness of a current agreement governing a transboundary commons of their choice.

Part II focuses on the structure and dynamics of the governance of the global atmospheric commons. It first examines the norms, principles and key agreements in international environmental law. It then explores the evolution of global climate collaboration from the Montreal Protocol to the UNFCCC to the Paris Agreement. Students will produce 1) a graphic presentation evaluating the Nationally Determined Contributions (NDCs) of two nation-state signatories to the Paris Agreement; 2) a case study examining the way a key non-state actor—business/industry, cities/states/provinces, civil society—is implementing the Paris Agreement.

#### IEPG 8519: Foundations in Financial Management

This course provides an introduction to theories and tools of financial management and applies them to conventional (e.g., oil, gas, and coal) and renewable (e.g., bio-fuels, wind, and solar) energy finance. Students will study financial statement analysis, valuation and capital budgeting, and risk management. Students will also analyze case problems and learn to apply theories to “real world” practice, which goes beyond energy to general environmental problems, such as carbon management and biodiversity conservation.

#### IEPG 8542: Environmental & Natural Resource Economics

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 8591: Applied Conservation Science

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 8606: Contemporary Environmental Campaign Strategy

This course offers students the opportunity to analyze real-world environmental campaigns within the context of the contemporary political and corporate landscape. Students will identify and explore the drivers, strategies, and tactics associated with a variety of campaign examples in preparation for assembling and executing effective campaigns of their own. Modules on negotiation, leadership, stress management, fundraising, and communication offer tools to help students become effective campaigners and thrive within a modern campaigning organization.

#### IEPG 8607: Conservation Finance

“A Green Thumb for the Invisible Hand: Finance, Investing, and the Environment”

This course will begin with a crash course on the basics of finance and investing and will then focus on how finance, investing, and in particular impact investing can help solve global environmental issues. The course will be based on actual investment experience and the work of Mr. Bayon in setting up and running Encourage Capital, an impact investing firm whose work is aimed at finding creative ways that finance can address global social and environmental problems. We will look at actual case studies of investments aimed at addressing social/environmental problems, we will look at environmental markets, markets for ecosystem services, and other approaches to using financial tools to solve global problems. If you’ve ever wondered about global financial systems and how they work, or what they have to do with solving the world’s social and environmental problems, this course is for you. Or, better yet, if you want to see how you can help solve global social and environmental problems using the tools of finance and investing, this course is for you.”

#### IEPG 8608: Beyond Plastic: Growing Innovation Eco-System

Plastic pollution is an economic, environmental, human health and aesthetic problem posing a multi-dimensional challenge to humanity, often compared to climate change in terms of impact, breadth and complexity. Plastic material offers multiple benefits to consumers and manufacturers and for the most part, is without viable alternatives. Consumption has grown 20X times since the sixties (1.5MT in 1964 to 311MT in 2014), and industry projects that rate to triple by 2050. The negative externalities associated with this growth are staggering – plastic production will reach almost 20% of the global oil production; it will use 15% of the global carbon budget and will likely surpass the airline industry’s use of petroleum.

A problem of this magnitude cannot be solved with a single linear policy or technological innovation. It needs a cohesive innovation eco-system supporting a shift away from conventional fossil fuel plastics towards bio-based, bio-benign materials from renewable sources; new packaging design; new manufacturing processes; and innovative consumer and business products leveraging these new materials.

The eco-system incorporates innovators, investors, public policy and civil society and is an essential enabler of the transition towards the new plastics economy of circular materials and circular design.

Students will learn:

- how to evaluate an environmental challenge through the lens of innovation;
- how to develop a complete understanding of the interdependencies of the elements of the eco-system;
- how to create and build out the strategic relations between the eco-system components; and
- observe how such an eco-system thrives in a practical implementation with focus on the New Plastics Economy.

#### IEPG 8609: Environmental Justice

Environmental Justice (EJ) uses an integrated social and ecological justice framework to examine the evolution of the EJ movement from its origins in the historical relationship between environmental racism, “the disproportionate impact of environmental hazards on people of color” and environmental justice as a “response to environmental racism” (Energy Justice Network: <http://www.ejnet.org/ej/> ) to incorporate more global concerns regarding disproportionate access to environmental benefits and protection from environmental burdens for marginalized communities in both domestic and international contexts. The course integrates the study of theoretical works in environmental justice and intercultural competence for developing, analyzing, and promoting sustainable and equitable practices and policies that incorporate intercultural competence and communication skills.

#### IEPG 8611: Sustainable Coastal Management

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 8612: Sustainable Cities Part 2

The timeliness of the topic at the national and global scale, is only matched by its political, economic and social relevance. The sustainability of urban areas is assailed by a combination of

threats never seen before. At a time when—for the 1st time in history—more than 50% of humans reside in cities, those looming threats demand multidisciplinary approaches both to understand them better and to provide sensible solutions that mitigate the negative effects while amplifying the potential benefits. This course addresses the specific challenges that cities face in addressing sustainability, with a focus on smaller communities. The goal of the course is to examine the wide range of disciplines and topics that a local government must navigate while meeting community needs today without sacrificing the needs of the community of tomorrow. No explicit pre-requisites are required.

#### IEPG 8616: Environmental Conflict Management

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 8623: Business Models for Sustainable Development

This seminar explores the growing role of the private sector in promoting sustainable development goals in low and middle income countries through core business activities. The overarching aim of such business models is to reduce poverty and promote sustainability by: 1) stimulating access to global markets and supply chains; 2) delivering affordable and sustainable goods and services; 3) responding to the demands of climate change mitigation and adaptation; and/or 4) promoting local capacities for sustainable production. The seminar will examine case studies of five business models, ranging from small-scale, for-profit and non-profit enterprises to partnerships between multinational corporations and NGOs and/or development agencies. Students will work in teams to undertake their own case studies. Together, we will seek to draw lessons for scalability.

#### IEPG 8625: Land Use Planning & Environmental Review

Environmental review is the process of studying a development project and its potential impacts on the environment in order to avoid or mitigate those impacts. This course will provide an introduction to the knowledge and skills required to perform environmental impact analysis under the California Environmental Quality Act and the National Environmental Policy Act. The course will begin with an overview of urban planning and local government configuration. From there, we will learn the basics of environmental review. In particular, we will address how potential impacts to air quality, water, wildlife, transportation systems, and other resources are addressed through environmental review. Taught by two practicing environmental planners, students will develop analytical techniques widely used in the planning profession. The course will include content on environmental review practices in other countries, but will primarily focus on how it works in California.

### IEPG 8628: Corporate Sustainability Management and Strategy

This course provides a foundation in the core concepts and strategic management tools in the dynamic field of global corporate sustainability management. The central aim is to prepare students to design, lead, communicate and collaborate on sustainability innovations that 1) reduce environmental, social and governance (ESG) risk, especially climate risk, and 2) seize opportunities which generate value to both firm and society. The course aims to provide the groundwork for a professional career in sustainability management in multiple contexts (e.g. corporation, university, NGO, etc). Open to all MIIS students, the course is required for students in the Sustainability Management specialization in the IEP Program.

The course covers nine key topics:

- Global sustainability challenges
- Sustainable Development Goals (SDGs)
- Embedded sustainability as global business strategy
- Stakeholder engagement
- ESG Risk
- Sustainability reporting • Climate risk assessment and reporting
- Sustainable supply chain management
- Business engagement with public policy.

### IEPG 8629: Sustainability Management in Higher Education

Institutions of higher education offer a microcosm of the challenges and opportunities of integrating sustainability into the daily functions and the long-term decision-making processes of an organizational or institutional setting (local or regional governments, corporations etc.). Over the last 10 years, colleges and universities throughout the country (and the world) have created and integrated sustainability into the curriculum and operations of their institutions. In California, 90% of the UC system and the CSU system have full-time professional positions focused on sustainability. The campus setting provides opportunities and challenges that are unique, but not entirely dissimilar from corporations or other government agencies. This workshop will provide students with an opportunity to delve into a potential career field, while also developing skills and knowledge that can be leveraged in any sustainability-related work environment.

### IEPG 8635: International Marine Science & Policy

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 8639: Sustainable Agriculture

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 8649: Behavior Design for Sustainability

Many, if not all, of our environmental problems—from climate change, to habitat destruction to overconsumption of natural resources—are the result of human behavior. If we want to solve or mitigate these problems, we must first understand what is truly driving these behaviors. Most policies and programs to address environmental issues have focused on legal or economic tools such as prohibiting certain forms of pollution or giving subsidies for renewable energy. In this course, we will examine an alternative framework for motivating environmentally friendly behavior: psychological and social barriers and motivations. Although this class will mainly cover environmental issues, the psychological tools we will discuss are used in other domains as well, including development, health, and other pro-social causes, so will be useful to students interested in a range of applications. While you will gain an understanding of the theories underpinning behavioral science, the main objective of this course is to learn how to facilitate highly practical application of behavioral insights, i.e. how to apply behavioral insights to plan and implement effective, evidence-based behavior change campaigns, programs and policies.

#### IEPG 8652: Seminar: International Marine Law

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 8655: How to Change Public Policy

Achieving large-scale, long-term impact often entails changing public policy. Unfortunately, many current and future professionals lack an understanding of proven strategies for achieving policy change. This course helps fill that gap by delivering essential knowledge and skills for policy change. It focuses on ten proven models that apply not just across policy topics such as environment, development, trade and security, but also across policy decision-making levels, from local and regional to national and global.

#### IEPG 8663: Ocean & Coastal Economics

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: Conservation Project Design & Evaluation

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: International Marine Policy Speaker Series

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: International Renewable Energy Policy & Science

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 8680: CGP Research Fellows Program

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 8697: Applied Professional Practicum

The Applied Professional Practicum (APP) is meant to serve as a bridge for IEP (and IEP-MBA joint program) students between their academic and professional lives. It is intended for students in their final semester who want to work closely with one or more IEP faculty mentors to produce work that will help launch their careers. The APP is best suited for students who have creative, innovative, and entrepreneurial ideas that they would like to bring to fruition, such as a new policy initiative, behavioral design intervention, concept for a sustainable business, environmental documentary, or other projects that support “out of the box” thinking and solutions to wicked problems. Submissions for business and other competitions may also fit into the APP, as would complementary work to support outside consulting projects. The APP can be taken for 1-4 credits depending on the nature of the project. Interested students should discuss their ideas with IEP faculty members, who will then request a formal proposal similar to those required for independent studies.

#### IEPG 9517: International Crisis Negotiation Exercise

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 9532: GIS

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 9564: Sustainable Cities**

The timeliness of the topic at the national and global scale, is only matched by its political, economic and social relevance. The sustainability of urban areas is assailed by a combination of threats never seen before. At a time when—for the 1st time in history—more than 50% of humans reside in cities, those looming threats demand multidisciplinary approaches both to understand them better and to provide sensible solutions that mitigate the negative effects while amplifying the potential benefits. This class addresses those dimensions (economic, social, environmental, and political) as well as their interactions; it offers a framework under which the potential or already observed impacts are quantified and analyzed; and it surveys the policies implemented around the world. Although there are no explicit pre-requisites, students are expected to have a cursory understanding of economics and basic analytics.

#### **IEPG 9607: Women's Leadership for Impact**

Women leadership will focus on pathways to personal leadership development. It will require each student to be open, authentic, do some deep reflection on their skills and abilities as leaders. The course will include personal strength finder, negotiation skills, leveraging your unique perspective to lead. We will also focus on different leadership styles and how they apply in a variety of situations. Cases, role-play, reflection will be the anchors of the course. We will also invite women leaders from USA and internationally to talk about their journeys and learnings.

#### **IEPG 9632: Advanced GIS**

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.

#### **IEPG 9634: Fundraising: Methods & Strategy**

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.

### **INTERNATIONAL POLICY & MANAGEMENT**

#### **IPMG 8532: Geographic Information Systems (GIS)**

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 8615: Allies at MIIS

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: Advanced Geographic Information Systems (GIS)

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 8650: Fieldwork

How do the theories and principles that students rigorously investigate in their academic work play out in the day-to-day practice of organizations? This course provides an opportunity for students to apply their classroom learning in an organizational setting. Prior to participating in the course, students arrange for their own internship or fieldwork, which they then undertake at the same time they are enrolled in the course. Students will learn both from the projects and challenges posed by the organization hosting their internship or fieldwork experience, and through explicit reflection on the experience through regular field reports and a final reflection piece linking the overall experience to aspects of their education. (Enrollment in this course may qualify students for Curricular Practical Training authorization or for internships that require academic credit.)

This course requires approval from the instructor to enroll. To request enrollment in the appropriate course/section:

- Graduate students (IPMG and TIAG), follow the process described in the link below.

<https://www.middlebury.edu/institute/offices-services/international-student-scholar/student/employment/cpt>

- Middlebury College undergraduates (for IPMG-M), complete the steps described in this link. <http://www.middlebury.edu/student-life/creativity-innovation-exploration/engagement-careers/careers-and-internships/internships/internships-for-credit>

International Student & Scholar Services (ISSS) will authorize Curricular Practical Training (CPT) for fieldwork/internships in the U.S. for international students in F-1 status who are registered in the course and qualify for CPT.

IPMG 8698: IPS Directed Study

IPMG 9513: Cyberwar

This workshop course provides a deeper dive into the contested phenomenon of cyberwar. It introduces students to the burgeoning debates on cyberwar and cyberwarfare in two fields: security studies and international law. The goal is to enable students to analyze and contrast arguments and concepts in both fields. Questions investigated include: What is cyberwar? Does it exist? What are its characteristics? What are its strategic implications, if any? What is the legal framework governing cyberwarfare? What are permissible responses to cyberwarfare? And, how do conceptions of cyberwar differ in security studies versus international law?

IPMG 9623: Legal Aspects of Compliance

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, federal, and non-US laws (including, for example, Foreign Corrupt Practices Act, ("FCPA"), Sarbanes-Oxley Act, privacy laws, and the General Data Protection Regulation ("GDPR"), 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 legal and procedural steps of litigating 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.

## **INTERNATIONAL PROFESSIONAL SERVICE**

IPSS 8530: High Value Organizational Consulting

This workshop will be taught by organizational expert and successful government, nonprofit, and private-sector consultant. 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 8532: Quantitative Data Analysis

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: Applied Qualitative Data: Collection & Analysis

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 8670: High Value Organization Consulting Fieldwork

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.

#### IPSS 8675: IPSS Field Deliverables

During their IPSS internships students complete applied academic deliverables for which they earn six academic credits. The academic credit is not awarded for the internship itself, but for the work that applies students’ academic training to contribute to their host organizations’ mission in area of student’s career interest. The letter grades will be assigned based on the assessment of the following four deliverables:

**IPSS Field Project:** By the end of their internships students must have completed an ambitious project or other relatively autonomous contribution that presents value for the host organization and builds on students’ strengths and advances his/her skills and knowledge. The field project can take the form of a policy or consultancy report, evaluation, analysis, a website, or other substantive contribution to their host organization that integrates high quality research, analysis, and other skills and subject-matter knowledge. Faculty with relevant expertise and assigned peers will provide every student regular feedback on the major steps of the field project.

Student’s regular internship responsibilities ideally should overlap with, but are not limited to the core field assignment. The organizations receiving interns are encouraged to help students identify such assignments prior to their arrival or at the very latest within one month after the start of student’s internship. The organization should provide assistance and guidance in completing this assignment.

**Presentation:** In the final part of the internship students will present on their field project to their colleagues at their host organizations. The video recording of that presentation will be then reviewed by the MIIS faculty who will invite students for Q&A and also provide additional feedback to students to improve the quality of their final deliverable(s).

**Peer feedback:** Interns will collaborate with their assigned peers by providing mutual peer feedback on their core field assignments to improve the quality of their work and learn from each other.

**Final reflection:** Interns will submit a final reflection to IPSS faculty and staff near the end of their internship- summarizing their most important insights and lessons they obtained from the internship experience for their professional and academic development.

**Optional:** Students are also highly encouraged to blog about their reflections on their internship experiences and comment on each other's blogs throughout the internship assignment to maximize their learning.

## **INTERNATIONAL TRADE & ECONOMIC DIPLOMACY**

### **ITDG 8515: Introduction to Trade Policy & Institutions**

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: International Trade: Theory & Practice**

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: International Finance**

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 8535: Economic Statecraft: Culture & Conflict Resolution

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 8539: Trade Law Compliance

This course and associated lab provide participants with instruction in three core trade law compliance disciplines: Trade Law Compliance (International and Domestic), Compliance with Import Procedures, and Compliance with Export Procedures. It will also provide participants

with practical, hands-on training in dealing with real-world problems or simulations that give them the opportunity to apply what they have learned and thereby reinforce what they have learned during the instruction period(s). It will provide participants with many of the requisite practical skills necessary to meet a growing need for professionals who possess the requisite background and skills to guide corporations and government agencies through the myriad of laws and regulations dealing with international and domestic trade law compliance. In addition to learning and applying practical skills, participants will be able to participate in long-term research and writing projects to support demands from industry and government for analyses of trade compliance issues.

#### ITDG 8540: International Trade Law & Dispute Resolution

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: Business Statistics

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: China: Trade, Diplomacy, & Development

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 8602: Seminar: 21<sup>st</sup> Century Trade Issues

The global marketplace has become more integrated, more vibrant, and more complex. As a result, it becomes more difficult to analyze, to negotiate, and to navigate. The complications and difficulties are increasingly housed and addressed within the ambit of trade policy. This course explores the changing structure of international commerce underlying and driving the trade relations evolving across the world and focuses on the most pressing trade issues that are looming for the next 5 years.

#### 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 8626: Strategic Export Controls

Strategic export controls – which include export, brokering, transshipment and transit controls, as well as sanctions and supply chain security mechanisms – are important tools used in

international and national security efforts, including countering WMD proliferation and terrorism. Traditionally, they have focused on raising the cost of WMD development programs and reducing access to advanced military capabilities by terrorist organizations or states active in proscribed proliferation activities or regional conflict. Strategic export controls have also become a prominent feature of the international trade landscape, and as such, are calibrated to facilitate legal trade in dual-use goods and technologies while reducing risk of instability and conflict.

This lecture course will explore the role of strategic export controls in balancing security and trade. Course participants will learn how strategic controls are applied at global, multilateral, national and industry levels. Course participants will also acquire an understanding of policies and legal-regulatory frameworks used by governments to shape strategic export controls – as well as strategies used by exporters in industry and the private sector to comply with them. The course will also examine challenges to these controls, in the form of illicit trafficking networks, evolving supply chains and new means of distribution, and emerging dual-use technologies – and implications for the future of balancing security and trade.

The course will also feature a ‘red-teaming’ exercise, simulating the operation of trafficking networks. The exercise will give course participants an opportunity to apply knowledge gained through the lectures and readings to better understand illicit procurement and diversion of dual-use goods and technologies – and consider strategies for addressing this challenge while facilitating legal trade and its advantages for global prosperity and human welfare.

#### ITDG 8631: Comparative Business-Government Relations

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: Quantitative Analysis for Trade

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 8683: Topics in Supply Chain Management

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, international trade patterns, and geopolitics

### ITDG 8686: Seminar: International Trade Negotiation Simulation

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 8690: Economic Diplomacy Practicum

The substance and practice of diplomacy are rapidly changing. The profession of representing nation states, companies and NGOs has collided with the 24-hour media cycle, terrorism and extremism, globalization and the global financial crisis, climate change, proliferation, disease, changes in demography and stresses on international institutions. This course focuses on three critical skill sets for Economic Diplomacy: Commercial Diplomacy, Trade Compliance, Strategic Export Control. The class divided in sections focusing on each and will include readings and guest lectures from practitioners prominent in their respective fields. Required research paper.

### ITDG 9517: International Crisis Negotiation Exercise

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: Navigating Japan I**

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 compound will be focused and studied in class.

### **JALA 8311: Topics in Contemporary Japan**

This course aims to develop the basic communication skills (oral/aural skills as well as reading/writing skills) that participants need in order to function comfortably in everyday life situations using Japanese. It also provides opportunities to master more complex grammatical structures and vocabulary/expressions through practical application in both written and spoken contexts. Communicative tasks and activities, done in pairs or small groups, help participants gain confidence in using Japanese, and also prepare them for everyday interactions. We will explore aspects of some of the Japanese society and culture through class readings, discussions and personal research and peer presentations. Participants are expected to have learned basic grammar in Japanese and about 500 kanji and their combinations.

### **JALA 8315: Topics in Contemporary Japan II**

### **JALA 8345: Japan's Soft Power and Youth Culture**

This course aims to deepen understanding of Japanese society and culture and develop Japanese communication skills at the same time. The overall theme of the course is Japan's Soft Power. We will explore some of the current soft power that Japan could use and discuss the potential as a means to increase its international presence. As a source of the soft power, we will look into the Japanese cultural products that are popular among youth, such as anime, manga, computer games, and pop music to discuss their characteristics, uniqueness, and reasons of popularity. Students will read articles from various sources and discuss the current trend of these cultural

products and their influence on youth, domestic and beyond, analyzing their roles as Japan's soft power. Study of intermediate and advanced grammar and expressions will be integrated into the course work.

#### JALA 8348: Working in Japan

This course aims to develop the practical communication skills to be used in the Japanese business settings as well as in other formal contexts in every part of life in Japan while deepening the understanding of Japanese business culture and etiquette. Students will practice in both linguistic and pragmatic skills to appropriately handle the situations that one is likely to encounter living and working in Japan, such as writing a resume, having job interviews, meeting with business partners, and so on. Another goal of the course is to develop overall Japanese skills through studying/researching about and discussing the current topics regarding the successes and challenges of globalizing Japanese businesses. Studies of intermediate/advanced grammar and expressions, vocabulary, kanji, and kanji compounds are integrated in the class activities.

#### JALA 8349: Current News in Japan

This is an intermediate (3rd-year college level) Japanese course designed to further develop oral and written communication skills through discussion on the current news in Japan. Students will watch the natural speed news, summarize and present the content in their own words, write their opinions/views on the issues, etc. The authentic NHK news will be utilized for materials as well as web-based news program, along with some newspaper/magazine articles for supplementary reading.

#### JALA 8360: Business Japanese I

#### 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 8385: Current Issues Japan Media

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 (熟語) 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 8445: Japan's Public Diplomacy

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.

#### JALA 8464: Japan Through Visual Media

This course aims to deepen the understanding of Japanese society and culture through watching visual media works, such as films, documentaries, and anime, etc. We will analyze the themes portrayed in them and discuss how they are stemming from the actual world. Students will be asked to view several visual media works throughout the course, reflecting closely on the issues discussed in class. At the same time, students will read articles related to the themes and write reports, incorporating with and synthesizing their views/opinions. The final project will be to write and present a paper on a Japanese social/cultural issue portrayed in a visual media work of the student's choice by studying existing views and discussions on it and developing his/her own argument. The course also aims to develop advanced-level Japanese skills, including the use of JLPT N1-level grammar, vocabulary, expressions, and advanced strategies for reading and writing, while engaging in the activities outlined above.

#### JALA 8492: Intercultural Communication

This course will introduce some of the basic concepts of intercultural communication, such as 'self', 'identity', 'culture', 'communication', 'space', 'time' 'language' in Japanese, in an attempt to deepen the understanding of how these concepts are treated in intercultural communication field in Japanese, comparing and contrasting how they are treated in Western perspective when appropriate. In doing so, the students will familiarize themselves with some of the intercultural communication theories and concepts, academic discourse and terminology in Japanese. We will also be specifically focusing on the intercultural communication issues

between US and Japan, the two countries where cultural and social norms are vastly different, reflecting the participants' own experiences of 'critical moments', such as communication breakdowns, misunderstandings, awkward moments, etc., and looking at how some of these intercultural communication concepts play a role in understanding them.

## **LINGUISTICS**

### **LING 8500: Language Analysis**

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: Intro to Sociolinguistics**

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: Structure of English**

Examines the syntax and discourse of modern English for ESL and EFL teaching. Spotlights practical applications for the classroom. Prerequisite: Language Analysis

### **LING 8531: Pedagogical Grammar in Foreign Language Teaching**

This course is designed to provide teachers of different languages with opportunities to investigate and practice pedagogical subject matter knowledge and grammar teaching strategies in the language that they teach. There will be a number of different languages represented in the class, which will afford multiple opportunities to explore, investigate, and share a variety of pedagogical perspectives and linguistic experiences.

The course will combine a focus on recent theoretical approaches to grammar (cognitive grammar, construction grammar, systemic – functional grammar) with innovative and practical approaches to teaching and learning in an authentic, action-based and interaction-rich setting.

### **LING 8598: Directed Study**

### **LING 8630: Second Language Acquisition**

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 8670: Applied Linguistics Capstone**

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

#### LING 9570: Communication in Multicultural Settings

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, 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.

### **NONPROLIFERATION & TERRORISM STUDIES**

#### NPTG 8501: International Security Research & Analysis

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 8502: Intro to Intelligence

This course examines the role of intelligence in the conduct of US national security. The course will cover the basics of intelligence, to include the intelligence cycle, intelligence requirements, types of collection and analysis, and the roles and capabilities of organizations that make up the US intelligence community. The course will look at the role of intelligence over history and include case studies.

#### LEARNER OUTCOMES:

1. Identify the members of the US Intelligence Community and describe their general responsibilities.
2. Understand and explain the different stages of the intelligence cycle.
3. Describe the various types (INTs) of Intelligence and corresponding US agencies in responding to national requirements.
4. Using a case study approach, understand the interaction between policy makers and the intelligence community.
5. Apply course content to write a paper on a member of the intelligence community or a intelligence collection capability and its impact to US policy.

#### NPTG 8503: Workshop: Nuclear Forensics

#### NPTG 8504: Global Politics

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: Nuclear & Radioactive Materials & Weapons

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 8510: Security & Arms Control in Northeast Asia

This course will examine contemporary issues relating to nuclear arms control, disarmament, and nonproliferation in Northeast Asia. Topics to be examined include China's strategic modernization, North Korea's nuclear and ballistic missile programs, and US extended deterrence commitments to Japan, South Korea and Taiwan.

#### NPTG 8511: Workshop: From Islam to Islamism

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 8513: Cyberwar

This workshop course provides a deeper dive into the contested phenomenon of cyberwar. It introduces students to the burgeoning debates on cyberwar and cyberwarfare in two fields: security studies and international law. The goal is to enable students to analyze and contrast arguments and concepts in both fields. Questions investigated include: What is cyberwar? Does it exist? What are its characteristics? What are its strategic implications, if any? What is the legal framework governing cyberwarfare? What are permissible responses to cyberwarfare? And, how do conceptions of cyberwar differ in security studies versus international law?

### NPTG 8516: NPT Simulation

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: International Crisis Negotiation Exercise

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 8518: Open Source Tools for NPTS

This course is an introduction to open source analysis used in the context of nonproliferation and terrorism studies. The instructors will give policy lectures as well as hands-on training in the lab. The course is designed as an overview of geospatial and data analysis techniques which are only just recently being applied to the nonproliferation and terrorism research fields. Students will study policy and intelligence analysis using deep web searching, ground and satellite imagery analysis, basic GIS, 3D modeling, crowd-sourcing, text mining, and network analysis.

#### NPTS 8521: Nuclear Research Reactor Practicum

his practicum is organized within the framework of a partnership between the James Martin Center for Non-proliferation Studies, Institute of International Studies at Monterey (MIIS) and the Faculty of Nuclear Sciences and Physical Engineering of the Czech Technical University in Prague, Czech Republic (CTU).

This course relates directly to issues having to do with nuclear proliferation and nuclear terrorism. The technology, materials, and know-how involved in running a nuclear reactor are potentially “dual use” and can be diverted to efforts to develop nuclear weapons. For these reasons, international efforts to prevent proliferation and terrorism require putting nuclear reactors under safeguards and providing physical security of the nuclear materials. The course will enable students to observe how safeguards and nuclear security measures are implemented in practice.

#### NPTG 8524: Workshop: Fundamentals of Analytic Tradecraft

This is a three-day workshop covering the fundamentals of analytic thinking (including critical thinking, weighing sources, drawing conclusions from incomplete evidence, and structured approaches to analysis to enhance thinking and reporting) and communication of analytic conclusions (including understanding the relationship between the consumer and the end product, organizing any written or oral product, communicating ambiguity, and anticipating questions). While there will be some theoretical content, this is a skills-building workshop focused on practical applications in academic, government, or private sector work. No prior experience or familiarity with the subject is required.

#### NPTG 8526: Strategic Export Controls

Strategic export controls – which include export, brokering, transshipment and transit controls, as well as sanctions and supply chain security mechanisms – are important tools used in international and national security efforts, including countering WMD proliferation and terrorism. Traditionally, they have focused on raising the cost of WMD development programs and reducing access to advanced military capabilities by terrorist organizations or states active in proscribed proliferation activities or regional conflict. Strategic export controls have also become a prominent feature of the international trade landscape, and as such, are calibrated to facilitate legal trade in dual-use goods and technologies while reducing risk of instability and conflict.

This lecture course will explore the role of strategic export controls in balancing security and trade. Course participants will learn how strategic controls are applied at global, multilateral, national and industry levels. Course participants will also acquire an understanding of policies and legal-regulatory frameworks used by governments to shape strategic export controls – as well as strategies used by exporters in industry and the private sector to comply with them. The course will also examine challenges to these controls, in the form of illicit trafficking networks, evolving supply chains and new means of distribution, and emerging dual-use technologies – and implications for the future of balancing security and trade.

The course will also feature a ‘red-teaming’ exercise, simulating the operation of trafficking networks. The exercise will give course participants an opportunity to apply knowledge gained through the lectures and readings to better understand illicit procurement and diversion of dual-use goods and technologies – and consider strategies for addressing this challenge while facilitating legal trade and its advantages for global prosperity and human welfare.

#### NPTG 8529: Tabletop Exercise: Design & Operations

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 8531: Workshop: Writing & Briefing Memos

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.

#### NPTG 8533: Workshop: Geospatial Tools & NP Analysis

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 8540: Globalization, Terrorism and Global Insurgency

How does globalization change the nature of terrorism and create a global counterinsurgency campaign, also known as fourth generation warfare? What are the connections between organizations, conflict regions, and the developed world?

This course will focus on the global aspects of counterterrorism and counter insurgency policy by focusing on a series of modules that disaggregates globalization processes:

1. migration, immigration and the movement of people,
2. international markets and financing,
3. global communications, and
4. the connections between international relations, foreign-policy, and extremist organizations.

Skill development focuses on policy evaluation and analysis, briefings and presentation, collaborative project management, and simulated negotiation and policy making.

#### NPTG 8542: Transnational Crime & Terrorism

The "crime terror nexus" is a major area of concern for policymakers. In a globalized world, extremist groups use criminal relationships or skills for a range of purposes: from sourcing weapons to smuggling operatives into and out of countries to 'simply' circumventing financial regulations designed to starve such groups of needed monetary support. Thus far,

countermeasures have had uneven results in disrupting or deterring transnational criminal activities by violent non-state actors. This course will explore the problems of international crime and terrorism in today's strategic environment, with a particular emphasis on the 'why' and 'how' of the crime-terrorism relationship. Students will gain an understanding of the factors that have contributed to the proliferation of transnational crime and terrorism, the types of crimes that pose the greatest threat to lawful societies, the institutions and tactical responses that have been developed to combat transnational crime, and the extent to which transnational crime and terrorism threaten the national security interests of the United States and the world community. By the end of this course, students should be familiar with the prevailing explanations for why terrorist groups use crime in the modern era, the organizational consequences of such a funding stream, and how states can and should respond to these challenges.

#### NPTG 8549: Workshop: Human Trafficking

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 8553: Nuclear Power & Nonproliferation

This course will cover the basic concepts involved in the design and operation of nuclear reactors. Students will build an understanding of how nuclear reactors work and how they relate to nuclear weapons. The course will cover how various designs are more or less proliferation resistant and how reactors use and produce nuclear material. This course is strongly recommended for students considering taking the J-Term practicum held at the Czech Technical University's VR-1 "Sparrow" research reactor.

#### NPTG 8558: Israel & The Bomb

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: Science & Technology for NPTS

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 8560: Special Operations and Global Counterterrorism Research Practicum

Global counterterrorism operations have coincided with the dramatic growth of special operations forces. As forces specifically designed for asymmetric, embedded and culturally aware operations, there is an important need for the policy community and the military to understand lessons learned and evaluate strategic and operational success across the ever-expanding range of special operations activity. This course will allow students to collaborate on a large-scale database that documents lessons learned and facilitates research. Students will work with their colleague, retired Chief Warrant Officer Charles Woodson to create the Special Operations Research database. Training will focus on qualitative and quantitative research methodology, the technology of filming and organizing a digital library, and collaborative project management. The primary deliverable, in addition to the database, will be an original policy analysis derived from the data collected.

#### NPTG 8562: Thesis Proposal Writing

#### NPTG 8563: Evolution of Chinese Nuclear Policy

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 8565: Missiles & Missiles Defense

This course is divided into two components. The first is an introduction to ballistic missiles including discussions about why missiles matter and the history of their development, rocket components, propulsion, steering, guidance, structure, launchers, trajectories and cruise missiles. Then we will start to apply what we have learned to understand the current status of ballistic missile defense. How difficult is it to hit a bullet with a bullet? We will discuss defense-in-depth and layered defense, defended footprint and radars, boost-phase, mid-course and terminal-phase intercepts, discrimination of warheads and decoys, missile defense effectiveness modelling and evaluating testing, drone-based and space-based missile defense, and cost and status of programs around the world. It is recommended that students will have taken the Science for Nonproliferation and Terrorism Studies course but a handout will be given before the course starts as a refresher of the main concepts. This will be a pass/fail course.

#### NPTG 8566: Terror & Counterterrorism in Africa

#### NPTG 8574: Introduction to WMD Nonproliferation

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 8581: Public Health of Disasters

Both natural and man-made disasters, including the release of weapons of mass destruction, reveal a community's preexisting vulnerabilities. The emergency response, and the nature of the disaster itself, combine to affect the short- and long-term health of the disaster-struck

community. We will examine public health components of disasters, including emergency preparedness and response, relief efforts, health surveillance, and the ethical considerations of these activities. With case studies and readings, we will employ a public health perspective to understand the community impact of natural and man-made disasters in both developed and developing countries.

#### NPTG 8584: Introduction to Terrorism

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 8587: Workshop: Drones & Surveillance

This workshop is designed to provide the student with a basic knowledge of the issues relating to... read more drone and satellite usage in a variety of situations. The workshop will focus more on the issues relating to drones and surveillance, but other issues such as satellite use will also be addressed.

Consideration will be given to the use of drones and satellites to perform both commercial and military/intelligence tasks and the policy issues raised by use of drones in domestic (US) and international airspace. Issues of privacy, the 4th Amendment right to be free from intrusive searches and seizures, and the legal regimes that affect the use of drones and satellites will be discussed. The impact of changing technical capabilities and potential collisions with civil liberties in these and other areas will be addressed.

This workshop will deal with the technical, policy, and legal issues involved in these subjects. It will provide the student with a working understanding of the issues involved in the current use of drones and overhead surveillance and will provide a look at the future uses and limitations, examining how civil liberties are and can be balanced against security interests.

#### NPTG 8603: Seminar: The American Radical Right

This seminar is designed to provide an overview of several important right-wing ideological milieus, movements, and organizations operating in the United States, including violent paramilitary groups, 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. In the first portion, the lectures and readings will focus on defining the right, identifying the characteristic features of the American extreme right, and describing different types of right-wing organizations that may pose domestic security threats.

Since certain violent far right paramilitary organizations nowadays constitute the greatest terrorist threat to the U.S. homeland (apart from foreign jihadist groups), it is necessary for every student interested in contemporary extremism, subversion, and terrorism to become more knowledgeable about key domestic radical right groups, their agendas, and their tactics. 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 of the course, each student will give an oral report in class to present and analyze his or her research paper 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.

#### NPTG 8606: Seminar: International Law & Cyber Incidents

This research seminar provides an overview of public international law and applies the current legal framework to various cyber incidents in order to categorize them. It introduces a basic understanding of public international law, different types of international law violations, as well as permissible response options. The seminar pairs this introduction with an in-depth study of various cyber incidents that will enable students to effectively identify criteria to categorize cyber incidents as well as identify areas of contestation. Questions will include, among others: Can a cyber incident justify a state using its right to self-defense? What about a cyber incident that does not rise to the level of an 'armed attack' or 'use of force'? What are permissible response options for a targeted state? What is the international legal status of espionage activities in cyberspace?

#### NPTG 8607: Seminar: Cybersecurity Governance

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 8610: Seminar: Counterterrorism

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 8614: Chemical & Bio Warfare & Terrorism

This course will explore contemporary threats posed by the proliferation and use of chemical and biological weapons (CBW) by states and terrorist organizations. The course will cover the

motivations for CBW acquisition and use by states and non-state actors, the role of norms, sanctions, and deterrence in restraining the proliferation and use of these weapons, and obstacles and opportunities for the CBW nonproliferation and disarmament regime. Topics to be addressed will include: (1) the strategic logic behind Syria's use of chemical weapons; (2) the growing use of poison by authoritarian regimes for assassination purposes; (3) the Islamic State's use of chemical weapons; (4) the threat posed by North Korea's CBW; (5) the impact of advances in synthetic biology on biosecurity; and (6) the future of the CBW nonproliferation and disarmament regime. The course will conclude with a crisis simulation exercise.

#### NPTG 8615: Seminar: Political Geog: Israeli-Arab Conflict

This course discusses geopolitical aspects of national conflicts. In particular, it explores settlements, migration, demographic changes, and political and military leverage as tools to achieve territorial and political goals in the Arab-Israeli dispute.

By the end of the course, the students will be able to

- Understand the history of the Israeli-Arab conflict and the use of geography and demographic aspect as tools for achieving political and territorial goals.
- Develop the skills necessary for analyzing the current conflict events.

#### NPTG 8616: SEM: Arms Control, Nonproliferation & US/Russia Relations

The United States and Russia together possess around 93% of the world's nuclear weapons. As a result, they occupy a place of central importance when it comes to nuclear nonproliferation and arms control. In the past, Washington and Moscow worked together on bi- and multilateral measures aimed at preventing the spread of nuclear weapons. Today, however, the crisis in US-Russia relations has halted virtually all engagement between the two nuclear powers, including with respect to these critical issues.

This course will examine the history, present, and future of US-Russia relations as they relate to nuclear nonproliferation and arms control. It will focus in particular on examining the following questions: What does the crisis in US-Russia relations mean for the future of the nonproliferation regime? What threat perceptions and common interests do Washington and Moscow continue to share in this domain? What can we learn from the rich history of US-Soviet cooperation on nuclear issues that might help policymakers today? And what alternative options exist if cooperation can't be restored?

#### NPTG 8617: Seminar: Iranian Security & Nonproliferation

#### NPTG 8618: Seminar: Rock'n'Roll & Extremism

#### NPTG 8621: Trade-Based Financial Crime

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 8622: Financial Crime Investigations & Compliance Management

This course is a follow-on to NPTG 8621: Introduction to Money Laundering and Trade-Based Financial Crime. It is designed for students who wish to pursue a career related to financial crime detection and prevention, whether in the government sector, private sector or multilateral agency.

The first part of the course covers all the elements of shaping an institution's financial crime compliance program, including AML, FCPA, OFAC and FATCA compliance. Students will develop their own risk scoring methodology for geographic risk and customer risk. We will also look at AML regulations and enforcement in other countries around the world.

Students will examine at what a number of multilateral organizations are doing like the Basel Committee Guidance, Wolfsberg Group recommendations, FATF blacklists and FATF mutual evaluations.

Many case studies will also be examined – both cases of banks behaving badly, as well as international criminal investigations – shedding light on how financial crimes are brought to light and how law enforcement can best investigate and prosecute.

Finally, any well-structured compliance program also has a system for escalating alerts for further investigation and reporting. In this class, students will review how to find and assess sources of evidence, spot red flags, and identify beneficial owners. Financial crime investigators, whether they be in the private sector or public sector, must master not only research skills, but also analytical and writing skills. For the final assignment, students will learn how to write up a suspicious transaction report with actionable intelligence.

#### NPTG 8626: Seminar: Strategic Trade Controls & Nonproliferation

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 8627: SEM: Militant Islamic Organizations

This seminar is designed to provide a survey of select militant Islamic movements, specifically "gradualist" Islamist organizations that do not rely mainly on waging armed jihād and other types of fundamentalist or Islamist organizations that do not fall clearly into the jihadist category, 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. In the first portion, the lectures and readings will focus on the basic tenets of Islam; an overview of Islamic history; the distinction between Islamic fundamentalism, political Islam, and Islamism; and important examples of the different types of movements noted above in particular regions. 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 contemporary extremism, subversion, and terrorism to become much more knowledgeable about key Islamic fundamentalist and "stealth" Islamist groups, their agendas, and their tactics. 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 Islamic fundamentalism or Islamism (including terrorism) that interests them. During the third and final portion of the course, each student will give an oral report in class to present and analyze his or her research paper 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 8629: Seminar: Cyber-Enabled Financial Crime

Cyber-enabled financial crime includes everything from the most sophisticated malware intrusions to the simple purchase of stolen data to commit clever spear-phishing schemes. Throughout the semester we will examine the most common ways cybercriminals are generating ill-gotten gains, who are these cybercriminals and who are their targets, how they launder those criminal proceeds, and what the public and private sector can do to defend themselves and neutralize these threats. No prior background in cybersecurity is required, although it would certainly be helpful. The deliverables for the course will include a 7 to 10 page case study and a 5 minute video with fairly high production values. The best videos will be selected for showcasing at the Monterey Threat Financing Forum in March. Some of the homework assignments and tutorials outside of class will be devoted to video production. Although the course is designed for students in the Financial Crime Management specialization, who have already successfully completed the three core courses in the FCM curriculum and would like to explore cyber-enabled financial crimes more deeply, 2nd year students with a strong interest in cybersecurity are also welcome.

#### NPTG 8633: Global Jihadism

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: Apocalyptic Millenarianism

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 8635: Seminar: State Terrorism

This seminar is designed to provide an in-depth examination of certain important aspects of terrorism carried out directly by state security forces and/or indirectly by civilian paramilitary groups operating (wittingly or unwittingly) at the behest of states, and is specifically intended for graduate students who have already taken lecture-oriented undergraduate or graduate courses dealing with terrorism. Special attention will be paid to the covert manipulation of terrorism by states, the extent to which autonomous extremist groups function as their proxies, “death squads,” and “false flag” terrorist operations (real and imagined).

#### NPTG 8639: Seminar: Deterrence & Influencing Terrorism & WMD Proliferation

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 8643: Seminar: Rise of Islamic State

This course will provide an in-depth overview into the terrorist group known as the Islamic State of Iraq and the Levant (also known as the Islamic State, the Arabic acronym Daesh, the Islamic State of Iraq and Syria, in addition to other aliases). The rapid rise of the Islamic State has taken counterterrorism policymakers and foreign policy practitioners by surprise.

In an effort for students to come to a common understanding of key terms that will be discussed throughout the course, a session will be devoted to understanding key concepts and terms related to Islamic history. In this regard, students should take away from the course a baseline understanding of Islamic jurisprudence, meaning of the caliphate, the five pillars of Islam, and Shar'ia law.

The course will trace the history of the Islamic State's rise and will examine the leadership figures/personalities behind the group. The course will also examine the Islamic State's connection and ultimate divorce from al-Qa'ida. The course will all examine how the group finances its operations as well as the rise of its affiliates.

Finally, the course will also explore the group's use of foreign fighters and social media to further its agenda. Global responses in an effort to counter the Islamic State will also be discussed.

#### Learning Objectives

By the end of the course, students will be able to:

- Demonstrate knowledge of the history of the Islamic State from its creation to its current status as a significant power broker primarily operating in Syria and Iraq.
- Understand the key personalities and motivations of leadership figures within the Islamic State as well as methods the group utilizes to accrue wealth, territory, and general support.
- Understand the reasons for the split between the Islamic State and al-Qa'ida as well as the implications of the split to include the development of the Islamic State's affiliates.
- Comprehend the role of women and foreign fighters within the Islamic State.
- Understand the U.S. and global response focused on countering the Islamic State through the application of soft and hard power.

#### NPTG 8644: Threat Finance & Sanctions Topics

This course is similar to a mini-seminar in that students will have a big project deliverable at the end, which must be related to either terrorism financing, WMD proliferation financing (by state or non-state actors), or sanctions evasion/enforcement. The final deliverable can take the form of a video (including narrated slide deck saved in a video format), or live presentation and poster session. In addition to deepening knowledge about a specific case or topic, students will learn

about other students' cases and a lot of time will be spent on honing narration and presentation skills. The best projects will be showcased at the Monterey Threat Financing Forum in March 2019.

The course will be delivered in a hybrid format via Canvas and Zoom (for smaller group meetings with professor) in order to accommodate students who will not be in Monterey for most of J-term.

#### NPTG 8645: Proliferation & Intelligence

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 8654: Seminar: Security & WMD in the Middle East

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: CBRN Terrorism

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: MANPTS Honors Thesis

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: Terrorism in South Asia

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: Terrorism in Southeast Asia

Various parts of Southeast 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: Seminar: Nuclear Weapons in South Asia

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 8696: Seminar: Terrorism Financing

The course examines how terrorist groups finance their operations. It also explores current policy approaches to curb financial support to terrorists through the application of U.S. and international sanctions, in particular how multilateral fora, such as the United Nations and the Financial Action Task Force, disrupt and deter terrorist financing. At the completion of the course, students will have a better understanding of the key tools, including law enforcement, diplomacy, and intelligence, that are used to counter terrorists' financial networks and activities. Students will use structured analytic tools such as weighted ranking methods, scenario trees, causal flow programming, game theory, and logic to form analytic judgments. Prior coursework or professional experience in intelligence, (counter) terrorism, or finance recommended.

#### NPTG 8698: Directed Study

#### NPTG: 9607: Women Leadership for Impact

Women leadership will focus on pathways to personal leadership development. It will require each student to be open, authentic, do some deep reflection on their skills and abilities as leaders. The course will include personal strength finder, negotiation skills, leveraging your unique perspective to lead. We will also focus on different leadership styles and how they apply in a variety of situations. Cases, role-play, reflection will be the anchors of the course. We will also invite women leaders from USA and internationally to talk about their journeys and learnings.

#### NPTG 9621: Legal Aspects of Compliance

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, federal, and non-US laws (including, for example, Foreign Corrupt Practices Act, ("FCPA"), Sarbanes-Oxley Act, privacy laws, and the General Data Protection Regulation ("GDPR"), 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 legal and procedural steps of litigating 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.

#### NPTG 9565: Intro to Network Analysis

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

### **RUSSIAN**

#### RULA 8201: Intermediate Russian I

#### RULA 8225: Russian for Real

Spiral topical curriculum based on meaningful themes will be introduced. In the course of the semester the students will be exposed to Russian grammar on an “as needed” basis. Vocabulary will be introduced, practiced and used in context. The course will be built on state-of-the art methodology: diagnostic teaching and integration of skills will be practiced.

#### RULA 8232: Russian in Ever Day Context

This curriculum is built on functional-notional principles and is built around topics that are both meaningful and relevant to everyday life in Russia. These topics will be explored through the use of situations and activities that simulate real life. Grammar points will be consistently introduced and practiced as they relate to these situations and activities, on a “just-in-time basis.” Similarly, vocabulary items will be introduced in a realistic and authentic topical context, and students will be given the opportunity to personalize newly introduced items for better retention. The overall methodological approach of the course will be task and content based. As language and culture are inseparable, the latter will be an integral part of every instructional hour.

Homework will be assigned after every class and will be largely based on the material introduced and practiced in class.

Tests will be given at the Professor’s discretion. The students will be evaluated based on their ability to render the meaning and express their thoughts correctly. The students will have to make a final oral presentation and write a paper in Russian on a topic negotiated with the Professor. One Friday a month the students will be involved in a group project.

#### RULA 8248: Communicate Pro-russki

Students will study Russian grammar through meaningful context. The course will be based on topical/spiral curriculum. Students will listen to and read authentic Russian texts topically arranged. All skills will be integrated within each two-hour session.

New material will be introduced and recycled within topics through reading, listening, writing and speaking.

The students will be exposed to Russian films, and under the guidance of their professor, will work on Russian culture-related projects which they will interactively present to the class.

#### RULA 8320: Security Discourse in Russia

This 2-unit course will be offered during weeks 1-8 and will focus on a broad range of issues under the umbrella of security. Students will work with current written and audiovisual texts published by the Russian media, which deal with such issues as military threats, energy security and the oil and gas industry, cybersecurity and hacking, and environmental protection. Students will be expected to follow Russian-language security-related news, as well as do specific home assignments. The course will include a grammar revision component, which will account for about 15 percent of the workload.

#### RULA 8324: Security: Russian Perspective

This 2-unit course will be offered during weeks 1-8 and will focus on a broad range of issues under the umbrella of security. Students will work with current written and audiovisual texts published by the Russian media, which deal with such issues as military threats, energy security and the oil and gas industry, cybersecurity and hacking, and environmental protection. Students will be expected to follow Russian-language security-related news, as well as do specific home

assignments. The course will include a grammar revision component, which will account for about 15 percent of the workload.

#### RULA 8325: Russian for Professional Purposes

This 2-unit course will be offered during weeks 9-16 and will comprise two distinct components. One class per week will be dedicated to doing research in Russian, where students will be expected to research a topic of their choice using Russian-language resources. Classroom sessions will allow students to brainstorm together, share their findings, and get assistance from the professor. The other class will be dedicated to introduction to translation from Russian to English. Students will learn about the basic theoretical concepts and organizational practices of translation, as well as resources used by professional translators, and will work on the translation of security-related Russian texts into English. Students' home assignments will mostly consist of translating a text or a segment, with classroom sessions dedicated to the discussion and revision of these translations.

#### RULA 8326: Russian for Professional Purposes II

The course is designed to continue introducing students to English-Russian translation and other types of written interlingual communication as well as using online tools for linguistic research. In this course, we are going to work with more varied text genres other than journalism and take a look at how texts may be rewriting in a different language for a specific purpose. While home assignments are mostly focused on writing and analyzing written texts (although some assignments require watching relevant videos), classroom work is mostly oral, which addresses the needs for listening and speaking practice.

#### RULA 8335: What Matters to Russians

This course is built on content and task based principles which means that current and authentic materials constitute its backbone. These materials will be analyzed and explored collectively. The instructional approach will involve the integration of skills, meaning that students will be able to listen, read, speak, and write in every instructional hour. It is expected that all students participate actively in all discussions, going beyond the facts of Russia-related topics and stating and supporting opinions. Activity formats will be such that will allow debating and hypothesizing. As one of the course requirements, students will make end-of-semester presentations on a topic chosen from among those covered in the course of the semester.

#### RULA 8356: Russia Media Analysis

Over the course of 7 weeks, we will take a tour through the history and evolution of mass media in Russia, leading up to the current media climate and landscape. We will look at the most important media channels and outlets, their coverage of various aspects of Russian modern life, such as culture and the arts, government and politics, business and economics, as well as map various audiences and their engagement.

Through lectures, research, reading and listening exercises, in-class discussions and presentations students will further develop Russian language competency and gain a clear understanding of the Russian media platforms, be able to describe both verbally and in writing

the history of Russian mass media and express a basic view on the evolution of cultural identity as reflected and shaped by the mass media messaging.

#### RULA 8357: Intro to Russian Linguistic Culture Codes

Being able to speak a language with a high degree of proficiency depends on much more than having an impressive vocabulary and a firm grasp of grammar. A knowledge of cultural codes, common references and allusions, and other intertextual references shared by most native speakers is essential to achieving a greater understanding of various kinds of discourse and to blending in more easily in the language environment. The aim of the course is thus to introduce students to a number of text-centered cultural phenomena that have found their way into the fabric of everyday speech in Russia and former Soviet republics.

The course attempts to help students expand their knowledge of Russian and understanding of Russian culture by going beyond typical language-class topics and helping them build a thesaurus of culture codes easily recognizable by native Russian speakers. Among other things, students will be introduced to some of the most quotable poems in Russian, popular songs, memorable movie scenes, literary allusions, etc.

#### RULA 8416: TV Interviews: Close Analysis

During this seven week long course students will be taught close analyses (linguistic, political, cultural and sociological) of contemporary Russia through watching, reading and translating current interviews of the most prominent Russian journalists with a variety of representatives of Russian political and figures elite. Students will be expected to advance their listening comprehension, to hone their translation skills and present their analyses of the interviews on the topics of professional specialization.

#### RULA 8418: Russian Political Mindset – XXI Century

#### RULA 8419: Public Speaking – Prof. Topics

During this seven week long course, students will learn and practice how to conduct professional research interviews, to present their individual research projects in a conference setting and how to do a video interview with TV media. The course will be implemented in a variety of formats, with a strong emphasis on work in pairs with a professor outside of classroom, as well as individualized analysis of video recordings of students' individual performances in one-on-one setting. Students will be encouraged to match their presentations/ interviews topics with their graduate research in order to expand their professional vocabulary and hone skills of presenting and speaking in public.

#### RULA 8431: Milestones of Russian Political History

Knowing the key events of a nation's history is essential for understanding the nation's mindset. With a culture like Russia's, knowing the main historical highlights is also instrumental for understanding current idioms, journalists' references, and images evoked by politicians. In this course, we are going to read about some of the defining moments of Russia's political history, watch relevant video materials, discuss the language (terms, clichés, famous quotes, and apocryphal anecdotes) related to them and find references to them in modern journalistic and

political discourse, as well as analyze the significance and cultural interpretation of the events themselves.

#### RULA 8424: Russian Through Cultural References

Being able to speak a language with a high degree of proficiency depends on much more than having an impressive vocabulary and a firm grasp of grammar. A knowledge of cultural codes, common references and allusions, and other intertextual references shared by most native speakers is essential to achieving a greater understanding of various kinds of discourse and to blending in more easily in the language environment. The aim of the course is thus to introduce students to a number of text-centered cultural phenomena that have found their way into the fabric of everyday speech in Russia and former Soviet republics.

Course materials will include a number of the most quotable and seminal late Soviet and modern Russian movies, animation films, songs, TV shows, and excerpts from literature references to which can be found in everyday usage and the language of the mass media. Students will be expected to watch and read the materials at home, with class sessions being structured as guided discussions of the content and its reflection in the mass culture.

#### RULA 8454: Advanced Russian for Professional Purposes

The course is designed to continue introducing students to the fundamentals of English-Russian translation and other types of written interlingual communication as well as using online tools for linguistic research. In this course, we are going to work with journalistic and other types of texts and translate them, as well as summarize and/or rewrite them in the other language. While home assignments are mostly focused on writing and analyzing written texts (although some assignments require watching relevant videos), classroom work is mostly oral, which addresses the needs for listening and speaking practice.

#### RULA 8520: Individual Research Projects

Students will identify the topic of their in-depth research that should complement their professional concentration. After devising individual study plans, students will be working with the professor in the format of individual consultations and presentations to peers in biweekly group meetings. Students will be working on a course paper or series of smaller pieces that would be making significant contribution to their professional development.

## **SPANISH**

### **SPLA 8216: Latin America & Its People**

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 8262: Communication & Society**

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: Evolving Society – Hispanic Countries**

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: Topics in the Spanish World II**

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 8315: Current Events in Spanish**

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 8321: Spanish in Community & Workplace**

This Spanish course offers you a space to develop intercultural communicative competence and professional skills at the intermediate high/advanced low level. Each week, you will travel to a neighboring community and interact with English learners who are native speakers of Spanish. Through a sequence of tasks and projects, you will also build community, learning autonomy, and second language confidence. Finally, you will work on language needs for the workplace such as job interviews, resume building, professional correspondence, digital identity, and networking strategies.

### **SPLA 8330: Human Trafficking in Latin America**

The objective of this course is to provide students with a holistic comprehension of sex trafficking as one of the most complex problems with numerous contributing factors mainly rooted in intersecting inequalities. In this class, we will focus largely on the Spanish speaking countries and students will have weekly readings, research and class discussions. We will

examine the dynamics of sex trafficking, its causes and effects, prevalence, types of trafficking and methods of traffickers, the role of international communities, and grassroots efforts to prevent and respond to sex trafficking. This course will also facilitate interpretive, interpersonal and presentational skills development of Spanish Language at the mid/upper intermediate level. It will also aim at communication, the development of critical thinking, communication, and civic engagement.

#### SPLA 8356: Spanish Talks for Social Change

This course will facilitate interpretive, interpersonal, and presentational skills development in Spanish at the advanced low/mid-level. You will watch, analyze, and discuss TED talks in Spanish, while working on a personal and/or professional story of your own.

#### SPLA 8357: Peace Education for the 21st Century

The objective of this course is to discuss and generate ideas on how peace education awareness can be created and purported. In this course, we will examine the dynamics of a few approaches to peace education based on the learner's thinking about the concept of peace in different contexts. This course will also facilitate interpretive, interpersonal and presentational skills development of Spanish Language at the upper intermediate level. It will also aim at communication, the development of critical thinking, communication, and civic engagement.

#### SPLA 8358: Population & Environment – Latin America

The objective of this course is to explore the rich diversity of peoples and cultures in Latin America. It will also highlight on the different challenges that these groups may experience when dealing with environmental issues. Students will be given a chance to work on projects related to the topics dealt in the course as well as their professional interests. This course will also facilitate interpretive, interpersonal, and presentational skills development of Spanish Language at the low- advanced level. It will also aim at communication and the development of critical thinking.

#### SPLA 8372: Spanish Social Entrepreneurship

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 (emprendedurismo social) while developing interpretive, interpersonal, and presentational skills in Spanish.

#### SPLA 8373: Environmental & Sustainable Development in the Spanish Speaking World

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 8385: Human Rights, Identity, & Policy in Latin America

In this course, we will discuss the relationship between human rights and different issues of identity, gender and inclusion. The course will also attempt to analyze this relationship through public policies and different agents of change.

#### SPLA 8386: Spanish for Interns

Students who are doing an overseas internship may be able to earn language credits during their time in country. Please talk with your language Program Coordinator.

#### SPLA 8387: Spanish Digital Projects

This Spanish course offers you a space to develop a professional digital project in Spanish, addressing an individual or collective need in your area of expertise. This project will allow you to develop research competence and critical digital fluency, while working on interpretive, interpersonal, and presentational skills in Spanish at the advanced mid/high level.

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#### SPLA 8402: Fake News & Digital Projects

This course will facilitate interpretive, interpersonal, and presentational skills development in Spanish at the advanced high/superior level. You will explore traditional media, trending topics, and fake news in the Spanish speaking world and in your area of expertise. A weekly publication in our own site (OndaGlobal.org) and a final project will help you develop transnational awareness, critical thinking, and persuasion skills in Spanish.

#### SPLA 8442: Topics – Latin America Politics

#### SPLA 8445: Citizen Security & Human Development in Latin America

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 8480: Global Goals, Local Leaders

In this Monterey Model course, students will analyze Sustainable Development Goals to research in depth, gain insight about global governance, and apply best practices to "local" Students will benefit from the opportunity to learn about the interconnectedness of world challenges and the interdisciplinarity of SDGs and global governance. The classes will be taught simultaneously by professors in English, French, and Spanish. Students will come together from all language cohorts to present their research, recommendations for actions or policy initiatives within several "plenary" sessions over the course of the semester. TI students from the TI Practicum will offer simultaneous interpretation of these dynamic, multi-lingual and multi-disciplinary sessions. Situations in the linguistic and cultural contexts that align with their target language of study. Students will also have the opportunity to identify goals related to their discipline and interests, and will do research on a specific challenge and will look toward ways to achieve actionable policy recommendations. Students will benefit from the opportunity to learn about the

interconnectedness of world challenges and the interdisciplinarity of SDGs and global governance. The classes will be taught simultaneously by professors in English, French, and Spanish. Students will come together from all language cohorts to present their research, recommendations for actions or policy initiatives within several "plenary" sessions over the course of the semester. TI students from the TI Practicum will offer simultaneous interpretation of these dynamic, multi-lingual and multi-disciplinary sessions.

#### **SPLA 8481: Professional Public Speaking in Spanish**

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.

#### **SPLA 8484: U.S. Foreign Policy in Latin America**

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.

### **TRANSLATION & INTERPRETATION – ALL GENERAL**

#### **TIAG 8501: Public Speaking**

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.

#### **TIAG 8520: Mindfulness for Interpreters**

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 8592: Standard American English

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: Practicum in Interpretation

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: Translation & Localization Practicum

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: Literary Translation

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 8634: Intro to Remote Interpretation Technology Practices

This course is designed to introduce interpreting students to the different modalities of remote interpreting, the technologies used to facilitate them as well as the opportunities and challenges

associated with remote interpreting work. Classes will consist of lectures, class discussions and various exercises employing different remote interpreting platforms currently used in professional practice. Although the course will include several remote interpreting exercises, it is not designed as an interpreting class, per se. This course will also provide a general overview of other technologies that affect professional practice, such as glossary management tools and bring-your-own-device interpreting platforms. This is a blended course that will be taught in the classroom and online. Students will be required to have a laptop computer and purchase a USB headset from a list of recommended options provided at the beginning of the semester.

#### TIAG 8641: Research Trends in Translation Studies

The course presents case studies from recent trends in empirical and historical Translation Studies, with special focus on the concepts and terms presented in Overview of Translation Studies. A critical analysis will be made of the research methodologies involved. Each lesson is structured around a practical piece of research that students have to complete in groups.

#### TIAG 8642: Research Trends in Interpretation Studies

Contemporary research in Interpretation Studies establishes an intellectual foundation for a career in interpreting through enculturation in the community of research and professional practice. Introduces students to the interdisciplinary field of Interpretation Studies through multiple perspectives, including readings, classroom discussions, and interactive lectures by professors and guest speakers. Gives a general overview of past and present research and discusses why and how theory can be leveraged to enhance professional practice. Provides a multilingual forum for cognitive apprenticeship grounded in Schön's concept of the reflective practitioner. Creates an environment in which students can reflect on their learning experience and thus develop the skills required for consecutive and simultaneous interpretation more efficiently and effectively. Drawing on the Practicum in Interpretation and language-specific interpretation classes, students identify challenging areas in their own interpreting and conduct action research projects aimed at developing the skills and abilities to overcome these challenges. Research results are presented in class for peer discussion and feedback. Students are expected to complete an action research project that includes a ten-page paper.

#### TIAG 8650: Fieldwork

How do the theories and principles that students rigorously investigate in their academic work play out in the day-to-day practice of organizations? This course provides an opportunity for students to apply their classroom learning in an organizational setting. Prior to participating in the course, students arrange for their own internship or fieldwork, which they then undertake at the same time they are enrolled in the course. Students will learn both from the projects and challenges posed by the organization hosting their internship or fieldwork experience, and through explicit reflection on the experience through regular field reports and a final reflection piece linking the overall experience to aspects of their education. (Enrollment in this course may qualify students for Curricular Practical Training authorization or for internships that require academic credit.)

This course requires approval from the instructor to enroll. To request enrollment in the appropriate course/section:

- Graduate students (IPMG and TIAG), follow the process described in the link below.

<https://www.middlebury.edu/institute/offices-services/international-student-scholar/student/employment/cpt>

- Middlebury College undergraduates (for IPMG-M), complete the steps described in this link. <http://www.middlebury.edu/student-life/creativity-innovation-exploration/engagement-careers/careers-and-internships/internships/internships-for-credit>

International Student & Scholar Services (ISSS) will authorize Curricular Practical Training (CPT) for fieldwork/internships in the U.S. for international students in F-1 status who are registered in the course and qualify for CPT.

#### TIAG 8660: Prep – UN Interpreting LCE Exam

The main purpose of this course is to prepare students for the UN Language Competitive Examination (LCE). The workshop is targeted to second year T&I students from the Spanish and French program. The workshop will cover the requirements to be called to do the LCE and the format of the exam. Then we will proceed with basic information on the UN to expand our knowledge of the organization (mission, organs, Charter) and we will cover the basic UN webpages for documentation (i.e., UN web TV, UN radio, UN Term). The next part of the workshop will be hands-on; we will hold a series of mock exams simulating the conditions of the LCE and the types of speeches that candidates will face in the LCE. We will mainly focus on speeches from the General Debate of the General Assembly, analyzing their structure, terminology and content. In addition, we will focus on organizing the UN speeches in a methodical manner so students can have a structured way of preparing for the UN LCE exam.

#### 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.

#### TIAG 8698: Directed Study

#### TIAG 9514: Intro to Intercultural Competence

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.

#### TIAG 9520: Intercultural Group Dynamics

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?

#### TIAG 9570: Communication in Multicultural Settings

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.

### **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.

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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.

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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,

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#### 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.

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Prerequisite: Introduction to Translation or equivalent background.

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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

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Course prerequisites: Introduction to Interpretation or the equivalent

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Course prerequisites: Introduction to Interpretation or the equivalent

TICH 8528

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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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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.

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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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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.

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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.

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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.

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Course prerequisites: Advanced Interpretation I or the equivalent

#### TICH 8647

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Course prerequisites: Advanced Interpretation I or the equivalent

## TICH 8648

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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.

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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 8650: Literary Translation into Chinese

By reading and discussing notable theories, research, and scholarship in translation and in culture and language; essays and reviews written by prominent critics or published in well-known outlets; different versions of translations that have been produced in different contexts by different people; and workshopping and producing a personal translation project, this course aims to:

- Provide students with the agility to question the applications of varying theories.
- Enable students to choose a framework of understanding that best supports the objectives of the translation they intend to produce.
- Help students gain a more sophisticated understanding of the multitude factors involved in the creation of a translation.
- Challenge notions of translation that are taken for granted, such as “fidelity” and “fluency.”
- Give students the opportunity to choose and translate work that is meaningful to them.

#### 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.

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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

#### 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.

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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

#### 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.

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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

#### 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.

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#### 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.

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#### 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

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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: Intro to Interpretation into English**

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: Intro to Interpretation into English**

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: Intro into Translation into English

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: Intro into Translation into German

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: Intermediate Translation into English

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: Intermediate Translation to German

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 into English

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 into German

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 – Simultaneous into English

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 – Simultaneous into German

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: Advanced Translation I into English

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: Advanced Translation I into German

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 8635: Advanced Interpretation I Consecutive into English

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.

#### TIGR 8636: Advanced Interpretation I Consecutive into German

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: Advanced Interpretation I Simultaneous into English

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: Advanced Interpretation I Simultaneous into German

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 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

#### TIGR 8641: Advanced Translation II into English

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: Advanced Translation II into German

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 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

#### TIGR 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

#### ITGR 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

TIGR 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.

## **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.

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 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

### 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: Advanced Translation I into English

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: Advanced Translation I to Japanese

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: Advanced Translation I Consecutive into Japanese

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

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 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

#### 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.

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 – 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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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 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.

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 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.

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 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.

### TIKR 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.

### 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.

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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.

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 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

#### 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.

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 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.

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 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.

### 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.

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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

#### 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.

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 – LOCALIZATION MANAGEMENT**

TRLM 8522: Intro to Programming w/Python

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: Localization Project Management

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 8531: Localization Project Management Lab

Apply your knowledge from TRLM 8530 Localization Project Management in this complementary simulations course. The ability to manage a wide variety of stakeholders while producing work efficiently in teams is fundamental to localization management. Students will therefore work in teams to take a project from start to finish through a basic localization workflow consisting of translation, editing, and proofreading (TEP) plus formatting. Teams will develop essential documentation for their projects, including specifications, work orders, queries logs, and risk trackers. They'll learn strategies for building and curating strong linguistic assets, such as glossaries, style guides, and translation memories (TMs). Finally, they'll get practice at collaboratively managing the triple constraints of time, cost, and quality, while participating in ongoing cycles of production, reflection, and improvement to get the job done.

#### TRLM 8545: Advanced Business Applications

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 8548: Principles of Translation

The purpose of this course is to acquaint participants with a basic model of translation that, when properly applied, will enable them to improve their own translation capabilities as well as knowledgeably and effectively manage the characteristic types of externalities associated with executing translation projects and requests while developing greater confidence in their ability to evaluate various types of translation deliverables. The course is introductory in nature and is, therefore, intended primarily for people without a great deal of translation knowledge or experience. The theoretical aspects of the course will be reinforced by practical exercises and discussion, with somewhat more time spent on the latter. The last few sessions of the course will be devoted to completing a translation practicum designed to allow participants to apply basic translation principles to the translation into English of a constellation of language-specific texts elaborating a core theme taken from vital current events.

#### TRLM 8601: Terminology Management

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 8605: Program Management

How do organizations transform strategy into results? In this course, you will learn to run effective programs at any scale, from defining a program to seeing it to completion. We will cover different components of program management, all within the context of the localization industry: How to become a successful program manager, how to set up and execute strategy and processes, how to build and manage teams, how to lead without formal authority, how to manage stakeholders, risk and change, how to build relationships, communicate, influence and evangelize. This course will have a theoretical component and a practical component, in which students will create a comprehensive localization program strategy. (2nd year TLM & Advance Entry TLM only.)

#### TRLM 8614: Translation Tech Lecture

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 8615: Translation Tech Lab

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: Adv: Computer-Assisted Translation

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 8618: Translation Tech

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 and intermediate features of a translation environment tool to create translation memory, reuse previous translations, manage terminology, perform quality assurance, review translations, customize segmentation and filters, and test localizability according to best practices. Students will gain hands-on experience with SDL Trados Studio and comparable tools. In addition to

computer-assisted translation, students will also learn appropriate uses for machine translation and post-editing, primarily from a linguist's perspective.

#### TRLM 8620: Software & Games Localization

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: Translation Management Systems

This 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: Multilingual Desktop Publishing

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 8628: Audio-Visual Localization

This course is designed to give students a solid foundation in audio/visual localization. Students will learn how to localize motion-based assets created using the most common industry tools such as After Effects, Premiere Pro, Audition, and subtitling tools. Topics are approached from the angle of a translator, project manager and localization engineer. We spend a lot of time making sure translated motion-based content is easily understood.

#### TRLM 8631: Adv Localization Project Management

Project managers often carry the heaviest of loads of the organizations they work for. They often make more purchases on behalf of their organizations than their managers or company owners. They have an intimate knowledge of a product that is often in a language they can't read. They know the smallest details of the strengths and habits of the partner translators who provide that product. Yet all this knowledge is not usually developed or supported through training or documented work instructions. Instead, PMs overcome a myriad of production, processing, and people issues on-the-fly. This course serves as a response to that lack of on-the-job training. Students will first consider the importance of emotional intelligence, partner translator management, and data security to the role of project management. Students will then work through a series of case studies that present examples of the problems that can arise at each stage of the production process. Through this experience, students will develop an understanding of the importance of preventative processes, and problem-solving strategies for overcoming common issues.

#### TRLM 8632: Working with Data in Localization Project Management

A practical introduction to using data in Localization Project Management. We'll cover common scenarios and basic principles for how data can help us make decisions, improve processes and solve problems.

#### TRLM 8635: Website Localization

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: Marketing for Localizers

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 8637: Localization Sales & Solution Development

In this course we will delve into how localization services are conceptualized, presented and ultimately sold. Students will learn how to utilize authentic sales methodologies and concepts common to the industry for diagnosing localization needs and how to match those needs with relevant services. In the process, we will cover the fundamentals of buyer behavior, localization maturity modeling, selling tactics as well as “solutions development” -- a unique practice combining all you have learned about technologies, services, sales strategies and the buyer’s mindset in order to create customized programs to resolve the most complex localization challenges. Students who are naturally extroverted; love to talk and present to an audience; and are passionate about business psychology, strategy and problem solving are a perfect fit for this course. You must be very comfortable with presenting, talking and receiving feedback in a public forum. (2nd year TLM & Advanced Entry only.)

#### TRLM 8638: JavaScript for Localizers

Have you ever looked at a line of code and wished you could understand it? Or perhaps you can make small changes to someone else's working code, but you've no idea how to write your own. Using JavaScript as a base (with a bit of HTML thrown in), this class will teach you how to code from scratch. Because JavaScript is a language (and a review is always handy if you don't use a language regularly) we'll start by reviewing definitions and then move on to how to communicate with users, manipulate data and strings, make decisions and control the flow of execution, validate data, write functions, troubleshoot, deal with browser peculiarities, create and

use your own objects (OOP), access libraries, take advantage of CSS, store data in cookies, and manipulate screen elements in real-time. If time permits, we'll also show how to use JavaScript to script the control of non-web applications as well, such as Photoshop.

#### TRLM 8640: Social Localization/Translation Crowdsourcing

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 8641: Quality/Supplier Management (Buyer)

This course consists of two parts; quality management and supplier management, both from the point of view of the buyers of localization services. The first part will explain how quality management programs are built in corporations that buy localization services and how quality needs to be approached not just as a linguistic but as a business function, which translates into different quality management models, review types, review approaches, metrics collection and management, automation and budget management. It will examine the interdependence of quality management with other corporate and localization functions, and will teach students how to design a successful quality management strategy. Students will also practice how to evangelize quality management to other corporate teams, collaborate with them on quality improvement programs or get buy-in for stakeholder collaboration.

The second part will focus on the relationship between buyers of localization services and suppliers of those services, i.e. LSPs. Students will learn how to build a successful partnership between buyers and suppliers and how to manage their suppliers strategically, including choosing the right supplier, collaborating with your suppliers, managing supplier performance using metrics, conducting effective QBRs (Quarterly Business Reviews) and managing performance issues. They will also learn the legal and financial sides of supplier management and how to collaborate with corporate procurement departments on all supplier-related issues. (2nd year TLM & Advance Entry TLM only.)

#### TRLM 8642: Vendor Management

This course examines talent (traditionally known as vendor) management from two different points of view: The first half of the course focuses on the vendor side, or the relationship between individual translators (i.e. talent) and LSPs (Localization Service Providers). The second half of the course focuses on the relationship between buyers of localization services and suppliers of those services, i.e. LSPs.

During the first half of the course, students will acquire the communication, negotiation, and technical skills that lead to long-lasting relationships with a global network of highly-qualified translators. Students will learn to manage risk during the major stages of new partner relationship development, such as initial screening and testing. Students will cultivate strategies for assessing skills and providing the support that leads to high-level exchanges of ideas among cultures. During the second half of the course, students will learn how to build a successful partnership between buyers and suppliers, including choosing the right supplier, collaborating with your

suppliers, managing supplier performance using metrics, conducting effective QBRs (Quarterly Business Reviews) and managing performance issues. They will also learn the legal and financial sides of supplier management and how to collaborate with corporate procurement departments on all supplier-related issues.

#### TRLM 8643: Account Management for Project Managers

Any localization professional who works directly with clients serves as a brand ambassador for their company. The number one reason that client relationships fail is because of inadequate or mishandled communication. This course will teach essential skills that every project manager should have, including communication soft skills, negotiation, conflict resolution, sales and upselling, and relationship management. We will focus on practical skills proven to create and maintain healthy and profitable customer relationships.

#### TRLM 8650: Designing Internationalization & Culture

Software products are often designed with international customers in mind and it is common knowledge that products are localized with one or more specific regions in mind. What often isn't as well known is that matching the language and geography is merely the starting point for this work as most regions also have specific market expectations. Some are obvious and well-documented but many are subtle, non-explicit cultural norms which must also be observed. Attention to international markets and customer cultures can happen at any point during the product development cycle, but when it happens could make or break the product's launch and ultimate success. Ideally, planning for these potential pitfalls should happen during the design process, so as to maximize cultural fit. Realistically, this often doesn't happen, but if at least marketing doesn't take heed, the results can be disastrous. This course will explore many of the well-known issues, looking at numerous case studies. We will also discuss ways to anticipate and correct many of these problems, often even before they happen.

#### TRLM 8660: The Business Side of Translation

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 8662: Financial Side of Localization

This course will provide students the opportunity to apply the most common financial concepts utilized in the buying and selling of localization services. The focus will be on illustrating the stresses that both sides face in the "tug of war" between the vendor-side's need to achieve healthy profit margins, as contrasted against the client-side's need for maximum return on investment (ROI). On the vendor-side, we will explore the challenge of pricing projects and how LSPs can grow, or collapse, by those numbers. On the buyer side, we will examine the many financial indicators that localization managers use to justify investment for localization in the face of an often resistant senior management. Completing live exercises that mimic the trade-offs impacting LSPs and their clients as they weigh risk and return will be used to hone critical thinking skills

throughout the course. Students will also be introduced to how the constant push and pull between localization buyers and sellers drives innovation, outside investment, and, ultimately, the growth of the localization industry today.

#### TRLM 8693: Localization as a Profession

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: Localization Practicum

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.

#### TRLM 8698: Directed Study