RIT CROATIA

International Hospitality and Service Management
Undergraduate program
course description

Study Abroad
Academic year 2016/2017
at Dubrovnik campus
Dear students please find on the following pages sample of course descriptions for International Hospitality and Service Management program, offered at RIT Croatia, Dubrovnik campus in the Freshmen year.

*This is a sample of how your schedule would look like if you enroll in Fall or Spring semester of your Freshman year (please note that you will work individually with your academic advisor on creating your study plan):

Course numbering: RIT courses are generally referred to by their alphanumeric registration label. The four alpha characters indicate the discipline within the college. The final three digits are unique to each course and identify whether the course is noncredit (less than 099), lower division (100-299), upper division (300-599), or graduate level (600 and above).

Unless otherwise noted, the following courses are offered annually. Specific times and dates can be found in each semester's schedule of courses.

Prerequisites/corequisites are noted in parentheses near the end of the course description.
**UWRT-100**  
Critical Reading and Writing

This course is designed to help students improve their critical thinking, reading, and writing skills. Through oral and written presentations, lectures and discussion students will analyze, interpret and evaluate materials from various disciplines. They will discover different methods used by authors in their process of writing. By exploring different genres students learn how writers employ the basic features and strategies of a genre to reflect different rhetorical purposes. Through writing assignments students will develop strategies for creative writing, generating ideas, and revising. Through Peer Response Groups students will learn to critique their own and others’ works in order to become a more independent and competent reader and writer. They will practice appropriate means of documenting their work. Students will master syntax, grammar, punctuation, and spelling feature in an applied way: they will have to immediately apply various structures in conversation or written/oral exercises. The instructor will also organize at least once in a semester writing labs, where students will be correcting each other thus learning from each other’s mistakes. **Credits 3, Class hours 3, Lab hours 0, Fall**

**HSPT- 181**  
Principles of Food, Hotel, and Tourism Operations

This course also introduces the student to the terms and concepts associated with the food, hotel, and tourism industries. The following distinctive operations will be explored: resorts, restaurants, catering, institutional food service, transportation, attractions, and events. The fundamental service philosophy behind the service sector will be introduced. Learning outcomes: Describe the service models associated with leading hospitality firms, Explain the tourism system, Name the major types of tourism promotion organizations, Explain the organizational structures of lodging, foodservice and travel organizations, Classify the different types of food and lodging operations, Explain the different types of meetings, events and expositions, Discuss current trends within the food, lodging, and tourism sector, Discuss the different career opportunities within the hospitality industry. **Credits 3, Class hours 3, Lab hours 0, Fall**

**MATH- 101**  
College Algebra

This course provides the background for an introductory level, non-trigonometry based calculus course. The topics include a review of the fundamentals of algebra: solutions of linear, fractional, and quadratic equations, functions and their graphs, polynomial, exponential, logarithmic and rational functions, and systems of linear equations. To learn the essential algebraic concepts and develop the manipulative skills appropriate for students enrolled in business and economics course required by their degree programs: to have students learn the basic definitions, concepts, rules, vocabulary, and mathematical notation of algebra; to provide students with the necessary manipulative skills required for solving problems in algebra; to provide an opportunity for students to obtain a background in mathematics necessary to a study of business, economics, accounting, management, marketing, information technology, packaging science, hospitality and service management. **Credits 3, Class hours 3, Lab hours 0, Fall**

**SOCI- 102**  
Foundations of Sociology

An introduction to the way sociologists interpret social reality, including the elementary terms, foundational ideas, major insights, and research discoveries in the discipline. Included are topics such as statuses and roles, socialization, cultural variation, deviance, social stratification, social institutions, and social change. Fulfills a liberal arts core social/behavioral science requirement. Counts as a prerequisite for the sociology/anthropology concentration and minor, the international studies and urban
communities studies majors, and as a prerequisite for the required cultures in globalization. This course will introduce the student to the basic concepts in sociology, and to fundamental sociological approaches and methods. Sociology is interested in understanding social stability and social change. Social change, with all its conflicts and problems, has been the driving force in sociology. The course will examine the topic of social inequality, giving special attention to social stratification, racial-ethnic relations, and gender relations. It will cover the major institutions of society – family, the educational, religious, the political systems, the economy, and health care and medicine. We will explore the theme of social change through examination of collective behavior. **Credits 3, Class hours 3, Lab hours 0, Fall**

**HSPT- 489 Communication Techniques in Hospitality & Service Management**

This course acts as an introduction to the world of public speaking, teaching students how to prepare and present individual as well as group presentations. Combining theoretic speech principles with experiential learning, students will learn how to structure and present informative and persuasive speeches. The primary objective of this course is to produce effective and confident public speakers. **Credits 3, Class hours 3, Lab hours 0, Fall**

**ACSC- 010 Year One**

YearOne Seminar is a course for first-year students designed to provide an introduction to college life and to support you as you adjust to your life at RIT Croatia. YearOne meets once per week for 12 weeks during the Fall semester. It includes lecturing, classroom discussions, and many guest speakers from the Zagreb, Dubrovnik, and Rochester campuses and will introduce you to many RIT resources. **Credits 0, Class hours 3, Lab hours 0, Fall**

**HSPT- 284 Hospitality Industry Sales and Marketing**

This course introduces students to the application of marketing and sales concepts in the hotel, food and beverage, and visitor industries. This is accomplished by defining the marketing function, promotional strategies, marketing plan organization, sales office work flow, customer contact methods and servicing procedures for attracting and exceeding customer needs in an increasingly competitive and changing economic environment. The primary objective of this course is to instill in students a broad sense and understanding of the roles and functions of sales in marketing departments in hospitality providers. (HSPT-181 Principles of Food, Hotel and Tourism Operations is a prerequisite). **Credits 3, Class hours 3, Lab hours 0, Spring**

**ENGL- 416 World Religion and Contemporary Issues**

This course primarily focuses on the theme of religious language and discourses. A religious discourse usually finds its source in an event, whether historical or mythical. That event thus becomes a reference point by which a person, individually or as a member of specific group, articulates his or her aspiration and defines the means to fulfill it. What is exactly this event? What are the presuppositions of the discourse that emerged from it? To what extent does this discourse shape one's ideas of the natural and the supernatural realities? How does it define one's relations with the others? These are the main questions this course is going to address. The primary objective of this course is to familiarize the students with the general patterns or structures of religious discourses and consequently, to define its main elements. Such elements are principally, religious institutions, code of laws and rituals, myths and beliefs, and figures like shamans, prophets, spiritual guides, saviors, etc. Since every discourse produces its own concepts by which it reveals and articulates itself, the second objective is to understand the meaning of these concepts. For example, the word dharma as the teaching of
the Buddha finds its full meaning in the context of a particular type of discourse whereas the same term, while defined as cosmic order within Hinduism, can only be understood in the light of the presuppositions of another type of discourse. A third objective for this course is the use and development of critical thinking. Critical thinking as a value finds its legitimacy within a specific discourse. Its effect is often to situate the subject outside what is critically assessed. There is also the value of engagement, which is very important in many religious discourses. Here we are not speaking of blind engagement but of critical engagement. Dialogue with the other, pursuit of research objectives and political actions for peace and improvement of society are all forms of engagement. **Credits 3, Class hours 3, Lab hours 0, Spring**

**STAT-145 Introduction to Statistics 1**

This course will study the statistical methods of presenting and analyzing data. Topics covered include descriptive statistics and displays, random sampling, the normal distribution, confidence intervals, and hypothesis testing. The statistical software Minitab is used to reinforce these principles and to introduce the use of technology in statistical analysis. This is a general introductory statistics course and is intended for a broad range of programs. Note: This course may not be taken for credit if credit is to be earned in STAT-205. (MATH-101 College Algebra or equivalent). Goals of the Course are: to have students learn the basic definitions, concepts, rules, vocabulary, and mathematical notation of Data Analysis; to provide students with the necessary manipulative skills required for solving problems; to provide an opportunity for students to obtain a background in mathematics necessary to a study of business, economics and medical sciences. **Credits 3, Class hours 3 Lab hours 0, Spring**

**ENGL-411 American Studies**

American studies is a crossroads space where American culture and history are studied from multiple perspectives. It offers a glimpse into a big picture of America through literary, historical, and cultural snapshots of American life. It asks students to think in relational ways. What did it mean, for example, to be an American in 1953 and how is that experience different from today? How are the ideals of America as the land of liberty and freedom perceived at home and in the world? How do national politics shape literary formations? This version of the course focuses on American literature of the 1950s that decade wedged between the end of World War II and the beginning of the psychedelic 1960s. Through literature, film, photography, and popular culture we develop a deeper understanding of the complex and shifting meanings of American identity, individually and nationally. Assignments include investigations of key words, literary analysis, oral history, researched essays and student presentations. By holding a mirror up to a single decade we also expand our awareness and understanding of our own times. Course objectives are: to enable students to acquire an introductory and interdisciplinary framework for studying American culture; to develop students understanding of American Studies methodologies and vocabulary; to enhance students ability to read American through multiple forms, which might include texts, film, built environments, music, art, photography, science, artifacts, technology, electronic media, as introduced by the instructor, but also as researched and presented by students; to expand students perceptions of representations of America and deepen students awareness of Americas presence in the world and the world in America; to hone students writing, thinking, and speaking skills. **Credits 3, Class hours 3, Lab hours 0, Spring**

**ENVS-150 Ecology of Dalmatian Coast**

This course is an introduction to population, community and ecosystem ecology, stressing the dynamic interrelationships of plant and animal communities of the Dalmatian Coast. The
course includes such ecological concepts as energy flow and trophic levels in natural communities, population and community dynamics, biogeography and ecosystem ecology. Field trips to local ecosystems are included. Goals of the course are: to explain and synthesize ecological concepts at the individual, population, community, and ecosystem level; to learn about experimental design and local ecosystems; to critically read scientific articles; revise and improve written content. Credits 4, Class hours 3, Lab hours 2, Spring
Dear students please find on the following pages sample of course descriptions for International Hospitality and Service Management program, offered at RIT Croatia, Dubrovnik campus in the Sophomore year.

*This is a sample of how your schedule would look like if you enroll in Fall or Spring semester of your Sophomore year (please note that you will work individually with your academic advisor on creating your study plan):

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### HSPT-244  
**Meeting and Event Management**

As companies and associations continue to grow they find their members are an increasingly diverse group from many geographic areas. While texting and email are ways to keep informed, the need to meet and discuss, in real time, what needs to be done has actually increased. Meetings today help us celebrate meaningful events, change the way people behave, motivate employees to perform better and solve problems by bringing together ideas from many different cultures. The meeting and event planner of today must know how to plan, execute and evaluate any event to show value to the stakeholders. This course shows the student how to go about doing this, from writing a purpose and goals for the meeting to financial break downs and gathering feedback, all while staging the event of a life time, over and over again! This course will introduce the student to the field of Meeting Planning from the perspective of the independent and corporate meeting professional as well as the exhibit manager. Covered will be the identification of the elements of a meeting including timing, goals, equipment, transportation, budgeting, group analysis, history, site selection and a variety of other components necessary to successfully manage meetings. In addition we will examine the process of booth design and goal setting for exhibits. Exhibits will be discussed from the perspective of revenue generation for meeting managers. **Credits 3, Class hours 3, Lab hours 0, Fall**

### ACCT-110  
**Financial Accounting**

This course acts as an introduction to the way in which corporations report their financial performance to interested stakeholders like investors and creditors. Coverage of the accounting cycle, generally accepted accounting principles, and analytical tools help students become informed users of financial statements. The primary objective of this course is to introduce accounting as an information system which provides data to external parties who are making economic decisions that my affect the wealth of stakeholders. Subsequent course learning objectives include: provide students with the basic concepts of financial accounting; provide an understanding of basic financial statements with emphasis placed on specific components of the balance sheet, income statement, statement of cash flows, and analysis of those components; demonstrate a basic awareness of the underlying accounting system which is used to keep track of the results of transactions and events. This includes knowing the accrual basis of accounting (differences from cash basis in terms of results of operations measurement for example), debit/credit language, using journal entries and T-accounts to explain the consequences of transactions and events as well as their helpfulness as analytical tools; use information in financial statements to help make various types of decisions about an organization (e.g., knowing and being able to calculate and understand the results of ratios associated with basic financial statement analysis); have an introductory knowledge of how to use the available tools of accounting - including such tools as the professional literature, research literature, databases, computer software - to help clarify accounting concepts and issues, analyze options, and make decisions or solve problems; become aware of the importance of ethics, values, and interpersonal skills in dealing with accounting issues. **Credits 3, Class hours 3, Lab hours 0, Fall**

### ECON-101  
**Principles of Microeconomics**

Microeconomics studies the workings of individual markets. That is, it examines the interaction of the demanders of goods and services with the suppliers of those goods and services. It explores how the behavior of consumers (demanders), the behavior of producers (suppliers), and the level of market competition influence market outcomes. Prerequisite for economics concentration and minor; prerequisite for economic and international studies
programs; and a social science core course but no prerequisite for Principle of Macroeconomic course. The goal of microeconomics is to analyze market mechanisms that establish relative prices among goods and services and allocation of limited resources among many alternative uses. Microeconomics analyzes market failure, where markets fail to produce efficient results, and describes the theoretical conditions needed for perfect competition. Principles of Microeconomics provide a solid foundation for economic analysis and thinking that can last throughout student education and subsequent professional careers. This course begins with an introduction to supply and demand and the basic forces that determine equilibrium in a market economy. Next, it introduces a framework for learning about consumer behavior and analyzing consumer decisions. We then turn our attention to firms and their decisions about optimal production, and the impact of different market structures on firms' behavior. The final section of the course provides an introduction to some of the more advanced topics that can be analyzed using microeconomic theory. By the end of the course, student will be able to understand introductory microeconomic theory, solve basic microeconomic problems, and use these techniques to think about a number of policy questions relevant to the operation of the real economy. Credits 3, Class hours 3, Lab hours 0, Fall

HSPT- 489 ST: Business Continuity and Crises Management
Once the business enters a mature stage of growth its environment is, in most cases, relatively stable in terms of its processes and operations. The environment may be more or less challenging or competitive but still predictable in many ways. Yet, from time to time, there are specific and unfavorable circumstances where the businesses (big and small across the industries) have to respond to disruptions that are caused either by internal or external factors. Consequently those events seriously threaten business continuity and all the stakeholders may be affected (customers, employees, shareholders etc.). For those very reasons organizations strive to understand and manage risk in an efficient and effective manner. This course examines the management issues involved with assessing the risk environments in order to assure continuous operations - with our special focus and interest in service industry. Students are exposed to the role of the firm in crisis response and management where key concepts and terms will be examined. The course is student centered with numerous cases and exercises that will broaden their horizons. Additionally students will be invited to actively observe, evaluate and consider the tools and solutions available to help them prepare and manage this evolving challenge. Credits 3, Class hours 3, Lab hours 0, Spring

MLGR- 201 Beginning German I
This is the first course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning German as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the German-speaking countries. Students must take a placement exam if this is their first RIT class in German and they have some prior study of German. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in German as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in German speaking countries. Credits 4, Class hours 4, Lab hours 0, Fall
MLIT-201  Beginning Italian I

This is the first course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning Italian as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the Italian-speaking countries. Students must take placement exam if this is their first RIT class in Italian and they have some prior study of Italian. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Italian as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in Italy and Italian speaking countries. Credits 4, Class hours 4  Lab hours 0, Fall

MLSP-201  Beginning Spanish I

This course introduces the Spanish language and the culture of Hispanic countries to beginners, and provides a basic foundation in all skills in Spanish (speaking, listening, reading, writing, culture) through intensive practice in a variety of media. Language work progresses from autobiographical information, through the present tense, to preliminary work in the past tenses. Students must take placement exam if this is their first RIT class in Spanish and they have some prior study of Spanish. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Spanish as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in Spain and Spanish speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like there today. Credits 4, Class hours 4  Lab hours 0, Fall

MKTG-230  Principles of Marketing

This course will introduce students to the basic concepts and terminology in the field of marketing. The goal is to provide students with the foundation necessary for understanding the discipline of marketing and its role, impact and influence in society, as well as to prepare students for other courses in the marketing domain. Topics covered will include marketing strategy, types of markets, market research, market segmentation, targeting and positioning, and marketing mix (4 Ps). As an introductory course, the class will cover the large breadth of topics albeit in limited depth. After completing this course, students should be able to: describe the role of marketing in the firm and its impact on society; identify integral concepts and practices of contemporary marketing and become fluent in the terminology of marketing; critically analyze the buying process of both consumers and organizations; explain the components of the marketing mix (4 Ps) and their relevance; recognize the differences between marketing of goods and marketing of services; identify the relevance of marketing within corporate strategy and planning; analyze market segments and apply different marketing mixes in different environments; assess pricing strategies, identify target markets and develop a marketing plan; demonstrate an understanding of market research and the data driven nature of marketing; recognize their roles as ethical consumers and managers. Credits 3, Class hours 3, Lab hours 0, Fall
There are almost no businesses today that do not require some sort of service delivery package for the consumer. This course focuses on how a business identifies, qualifies, and measures a service as the main product of its operations. While a tangible product may also be involved, this class focuses on the service component. As companies globalize the need to provide service at different levels is compounded by the need to consider alternate distribution systems. This course follows service from its conceptual start, through its packaging, delivery and quality control systems. We also consider the implications of the experience economy. This course is a basic course designed to introduce the student to what we mean by service innovation and wowing the customer. Globalization of services carries with it increasing global standards. This course examines different kinds of standards, especially those related to international trade and commerce. Students are expected to identify situations in which standards are mandated, identify the relevant standards, and then describe the applications of the appropriate standards. The course also looks at current issues and emerging trends in standards. While other courses in the program use service concepts in them, this class will be the one where students are exposed to the service concept on a stand-alone basis. Credits 3, Class hours 3, Lab hours, Spring

This class is an intensive introduction to researched writing. Students will develop proficiency in analytical writing, critical reading and critical thinking, by writing within a variety of contexts and with a variety of purposes. Students will develop writing strategies and research skills that they will draw on throughout their academic careers. There will be particular attention to the writing process including an emphasis on teacher-student conferencing, self-assessment, class discussion, peer review, formal and informal writing, research and revision. Students will practice the appropriate writing process strategies: pre-writing, composing and revising, editing, and consideration of audience and purpose; employ critical and creative thinking skills for self-assessment and reflection on the writing process; apply the appropriate grammatical and mechanical structures to support the development of their writing and to successfully express meaning; read advanced college-level texts for the purposes of discussion and composition; collaborate with peers and learn how to supply effective feedback; use a range of technologies to address different audiences. Credits 3, Class hours 3, Lab hours 0, Fall

An introduction to some of the major problems, methods and insights of philosophy with readings from both classical and contemporary sources. Satisfies a Liberal Arts core requirement. Course objectives are: to help the student develop the habit of careful analysis and critical evaluation of beliefs; to help the student become aware of the importance of basic assumptions in his thinking and acting; to help the student become aware of some of the philosophical assumptions he ordinarily makes; to encourage the student to examine those assumptions critically in light of the reasons or evidence that could be offered both for and against them; to make the student aware of alternative assumptions he might make together with reasons for choosing or rejecting them; to encourage the student to develop a more reasonable and coherent view of himself or herself in relation to others and to the universe in which he or she lives; to acquaint the student with some of the major philosophers. Credits 3, Class hours 3, Lab hours 0, Spring
PHIL- 103  
**Critical Thinking**

An introduction to philosophical analysis, especially as it may be applied in contexts other than professional philosophy, but also including normative issues such as ethics and aesthetics. Course objectives are: to sharpen critical thinking skills by examining standards of good reasoning; to provide an introduction to formal and informal methods of argument evaluation; to develop the ability to reconstruct arguments; to learn specialized techniques of analysis and evaluation suitable for specific topics, including normative issues such as ethics and aesthetics; to improve students’ ability to construct strong arguments on a variety of topics, including normative issues such as ethics and aesthetics; to show the connection between argument analysis and issues of a general philosophical nature. **Credits 3, Class hours 3, Lab hours 0, Spring**

ENGL- 361  
**Technical Writing**

The intent of this course is to prepare students for the type of professional communication they are likely to engage in during their first post-college jobs and beyond and, ultimately, to prepare them to work with other people in a professional environment. All employment and many school situations involve working and communicating with other people. A student’s ability to express his or her ideas to others is very often going to be a determining factor in how they are perceived by others, and has a very marked impact on his or her overall career. This course will help students to develop skills in three major areas: group communication and dynamics, written communication and oral communication. In addition, students will also practice to improve their listening and reading skills. The major part of the course focuses on technical communication, i.e. the presentation of specialized information in an accessible way to a variety of different audiences which will all expect clarity, accuracy, and professionalism. The study of technical writing teaches effective, clear and organized communication in an increasingly busy world of today and some of the key points of this course will be learning how business-centered language works and how best to address an audience. This knowledge should allow students the ethical exercise of power in expressing themselves, and will hopefully encourage assertiveness and co-operative effort in them. Since the purpose of the course is to improve those skills that highlight a successful professional technical communicator, most specifically the focus will be on the process of writing (including planning and organization, outlining, summarizing and presenting data, handling references, and editing). Oral presentations will also be a part of the in-class work. Since good collaboration is often a key part of the professional realm, students will spend a lot of time working with their classmates, participating in brainstorming sessions, providing constructive criticism, and preparing together for their final project. **Credits 3, Class hours 3 Lab hours 0, Spring**

MLGR- 202  
**Beginning German II**

This is the second course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning German as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the German-speaking countries. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in German as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is
to introduce students to contemporary life and culture in German speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in German speaking countries today. (MLGR-201 Beginning German I or equivalent; students must take the placement exam if this is their first RIT German class, and they have some prior study of German). **Credits 4, Class hours 4 Lab hours 0, Spring**

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<tr>
<th>MLIT- 202</th>
<th>Beginning Italian II</th>
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<tr>
<th>MLSP- 202</th>
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<td>This course continues the basic grammatical structures, vocabulary and situations of first-year Spanish. Beginning Spanish 2 continues work in the past tenses and includes work on the subjunctive mood, plus the future and conditional tenses. Students work on paragraph-length speech and writing, and move toward readiness for conversation and composition. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Spanish as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in Spanish speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in Spanish speaking countries today. (MLSP-201 Beginning Spanish I or equivalent proficiency). <strong>Credits 4, Class hours 4, Lab hours 0, Spring</strong></td>
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<th>MKTG- 320</th>
<th>Internet Marketing</th>
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<td>Internet marketing is critical to an organization’s overall strategy. This course focuses on tactics and strategies that enable marketers to fully leverage the Internet. Topics include the overall Internet marketing landscape, technologies, customer segmenting and targeting, search, analytics and emerging Internet-marketing platforms. This course aims to introduce students with the marketing strategies and programs marketers apply in the context of internet marketing. By the end of the course, each student will be expected to: understand the fundamentals of Internet marketing and the online marketplace; demonstrate the ability to design and analyze Internet advertising and promotional strategies and tactics; examine Web 2.0 marketing strategies and tactics. <strong>Credits 3, Class hours 2, Lab hours 2, Spring</strong></td>
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Dear students please find on the following pages sample of course descriptions for International Hospitality and Service Management program, offered at RIT Croatia, Dubrovnik campus in the Junior year.

*This is a sample of how your schedule would look like if you enroll in Fall or Spring semester of your Junior year (please note that you will work individually with your academic advisor on creating your study plan):

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Unless otherwise noted, the following courses are offered annually. Specific times and dates can be found in each semester's schedule of courses.

Prerequisites/corequisites are noted in parentheses near the end of the course description.

<table>
<thead>
<tr>
<th>Term: Fall 3</th>
<th>Check course classification(s)</th>
<th>Term: Spring 3</th>
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<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>CR</td>
<td>LAS</td>
<td>Maj</td>
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<tr>
<td>HSPT-383 Assessing and Improving Quality</td>
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<tr>
<td>LAS-Perspective 2 (Artistic): ENGL-210 Literary and Cultural Studies</td>
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<td>LAS-Perspective 6 (Scientific Principles): ENVS-151 Scientific Inquiries in</td>
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<td>LAS Immersion 1</td>
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<td>IHSM Concentration Course 1</td>
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Term credit total: 16 10 6
Term credit total: 15 3 12
HSPT-381 Technology in Service Systems
Predicting the future... Adapting to change... Connecting and communicating... Lifelong learning... A fundamental societal revolution has begun which is changing the nature of work and leisure. Explore the emerging and future work worlds, consumer trends, and the newer technologies that are changing the way society works. Emphasis is on technologies impacting the food, nutrition, hotel and travel service industries. Technologies explored may include those associated with communication, information retrieval, imaging, marketing, employee training, product quality, customization of products, customer service, security, health, entertainment, and customer interface, as time permits. Student teams will plan creative methods of customer service. They will chart the flow of product/service systems and identify appropriate innovative technologies to enhance them and to meet the needs of customers and emerging trends. Individual and team web sites will be constructed, and marketing materials will be designed using digital imaging techniques and desktop publishing. Credits 3, Class hours 3, Lab hours 0, Spring

HSPT-383 Assessing & Improving Service Quality
Quality is essential in all sectors of the economy, especially service and health care. The course lays a foundation for the use of quality tools and processes needed for improvement and innovation. The course teaches quality tools and processes which will be used in other HSPT courses (like Senior Project). Topics range from a general overview of quality systems (like TQM, QFD, and six sigma) to specific quality tools (like Pareto charts and activity network diagrams). The course sets the foundation for Senior Project (HSPT-490). This course is about how to better understand what service quality really is, how to measure and improve it and how to be a better prepared manager in today’s global market. It is also about creating awareness about customers as vital parts of any service oriented organization. This course argues that the only way out of the global crisis is if the organizations put quality at their hearts and create a collaborative effort. Credits 3, Class hours 3, Lab hours 0, Fall

ENVS-151 Scientific Inquires in Environmental Science
This course is part of a two-semester sequence that when combined presents an integrated approach to the interrelated, interdisciplinary principles of environmental science through case studies, site visits, and field work. Through assigned readings, classroom discussion and case studies dealing with global environmental issues as well as the environmental issues related to the Dalmatian coast, students will learn how to critically analyze environmental problems from a multidisciplinary perspective and to propose solutions. This course will introduce students to interdisciplinary environmental problems with a focus on the underlying scientific principles surrounding the issues. Students will learn problem solving techniques that integrate concepts and tools across disciplines and learn to conceptualize environmental problems from multiple perspectives. (COS-ENVS-150) Class 3, Lab 2, Credit 4, Fall

MLFR-301 Intermediate French I
This is the first course of a two-course sequence at the intermediate level. The sequence provides students with the tools necessary to increase their ability to function in French. Communicative activities, contemporary texts, vocabulary study, and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary French life and culture as well as the cultures of the Francophone world. This course is designed to help students improve their vocabulary and better use their knowledge of the French language. The primary goal of the course is to enable
them to feel free to discuss various subjects/topics and express their own opinions freely, in French. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: French, their own view of it and their perspective of that situation in their own country. They will learn how to converse in French and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the semester and will have to make a presentation in French on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in French, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLFR-202 Beginning French II or equivalent proficiency; students must take the placement exam if this is their first RIT French class, and they have some prior study of French). Credits 3, Class 3, Credit 3, Spring

**MLGR- 301 Intermediate German I**

This is the first course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in German. Communicative activities, contemporary texts, and the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary German life and culture. This course is designed to help students improve their vocabulary and better use their knowledge of the German language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in German. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: German, their own view of it and their perspective of that situation in their own country. They will learn how to converse in German and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the semester and will have to make a presentation in German on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in German, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLGR-202 Beginning German II or equivalent proficiency; students must take the placement exam if this is their first RIT German class, and they have some prior study of German). Credits 3, Class hours 3, Lab hours 0, Spring

**MLIT- 301 Intermediate Italian I**

This is the first course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in Italian. Communicative activities, contemporary texts, and the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary Italian life and culture. This course is designed to help students
improve their vocabulary and better use their knowledge of the Italian language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Italian. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Italian, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Italian and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the semester and will have to make a presentation in Italian on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in Italian, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. (MLIT-202 Beginning Italian II or equivalent proficiency; students must take the placement exam if this is their first RIT Italian class, and they have some prior study of Italian). Credits 3, Class hours 3 Lab hours 0, Spring
MLSP- 301  Intermediate Spanish I
This is the first course in the Intermediate Spanish sequence (second year). Intermediate Spanish I is a course in Conversation, along with grammar review and culture study. Emphasis is on tourist survival situation dialogues, various forms of conversation, grammar review, and both formal and informal culture (the arts and daily behavior). The basic skills learned in the first year courses are now put into practice. This course is designed to help students improve their vocabulary and better use their knowledge of the Spanish language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Spanish. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Spanish, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Spanish and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Spanish on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in Spanish, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLSP-202 Beginning Spanish II or equivalent proficiency; students must take the placement exam if this is their first RIT Spanish class, and they have some prior study of Spanish). Credits 3, Class hours 3, Lab hours 0, Spring

ANTH- 340  Divided Europe
As Europe strives for political and economic unity, we see a concurrent push toward inequality, exclusion, and marginalization: minorities, immigrants, refugees, Blacks, Muslims, Jews, Roma or Sinti, and women struggle against discrimination. Not only the legacy of colonialism but the revitalization of nationalism shape contemporary European cultural politics. Based on an anthropological perspective, this course examines ways in which we can understand a divided Europe through the intersections of race, ethnicity, class, gender, and religion. Counts toward the major in international and global studies, the major in anthropology and sociology. In general, after completing this course, students should: be able to assess from an anthropological perspective how notions of race or ethnicity, class, gender, and religion impede the cultural unity of Europe; be able to analyze the imagined unity of Europe in a global context; be able to determine the various processes and societal trajectories that continue to promote a fortified Europe with an emphasis on external security while promoting internal insecurity; develop written communication skills; be able to explore conventions of writing in European studies and theories; significantly enhance skills of verbal expression through the written medium, concisely articulate and communicate analytic concepts, and engage, summarize, and critique complex ideas in writing. Credits 3, Class hours 3 Lab hours 0, Fall
### HSPT- 212 Franchising in Service Sector
Franchising has been a successful method for business expansion. This course covers the advantages and disadvantages of franchising as well as the key factors in obtaining, developing, and operating a franchise operation that meets specific customer needs. Legal and financing issues are also covered. The principal course objective is to provide a comprehensive representation of the franchise system in general, as well as perspectives from both franchisors and franchisees viewpoints. Students will gain an understanding of the rationales underpinning the franchise system and specific motivations of both franchisors and franchisees. Textbook readings, academic papers and case studies will be used to illustrate the desired learning outcomes. **Credits 3, Class hours  3, Lab hours 0, Fall**

### HSPT- 131 Hotel Management and Operations
This course introduces the student to the distinctive nature of the hospitality industry. Students learn about the various venues of business in the hospitality industry with a main focus on a 300-room full-service hotel operation. Students analyze hotel case studies at the RIT Inn with the interaction of RIT Inn management. The course blends classroom learning with applied learning. Students focus on the business management of hotels by learning the specific terminology and language that relates to successful hotel management and leadership. This course introduces hotel majors into the behind-the-scenes complexities of managing all kinds of lodging operations. Students will have an interface with the industry that they have selected as a major or are thinking about as a major. Students need to identify with management thinking, trends in the business and terminology that is critical for successful day to day operations. New technology, innovation and international development topics are necessary to prepare hospitality majors for the business world in which they will soon be engaged. **Credits 3, Class hours 3, Lab hours 0, Fall**

### HSPT- 384 Financial Concepts for Hospitality Managers
Students will apply accounting and finance concepts to hospitality industrybusiness systems. Hospitality industry case studies will involve analysis ofbalance sheets, profit and loss, cash flow, budgeting, and cost control methods. Financial ratios important to the lodging and food service industries such as RevPar, food and beverage cost percentages, room occupancy, and averagedaily room rates will be examined. The primary objective of the course is to provide students with a basic understanding of accounting and finance related aspects of facilities management within the hospitality industry. **Credits 3, Class hours 3, Lab hours 0, Spring**

### HRDE- 386 Human Resources Development in Hospitality
A one semester, three-credit course designed to provide undergraduate students with a broad theoretical and practical overview of human resources concepts. The course is designed for perspective operational or human resources managers who require knowledge on viable human resource management. An understanding of HR related topics would help students to meet or exceed future organizational goals and keep them on track with their future careers. Today, many firms consider their people to be their most important asset. Yet, very often we see management practice that does not support this statement. Lack of management discipline and ignorance are major reasons of human resources practice failure. On the other side, it is known that only leading-edge organizations (small, medium or big) do practice what they preach. The choice is simple. This course is about how to manage that most important asset. Therefore, primary objectives of this course are to provide students with an understanding and appreciation of the basic functions of Human Resource Development and current HRM practices and issues. **Credits 3, Class hours 3, Lab hours 0, Spring**
ENGL-210  Literary and Cultural Studies
Students will study literary and cultural texts selected from traditional literature to contemporary media and culture (including mythology, poetry, plays, novels, film, graphic novels, and digital literature). Students will analyze these texts from a variety of perspectives and become familiar with the history of debates about literature and/or culture as arenas of human experience. Goals of the course are: to develop analytical skills through reading, discussion, and writing; to develop critical thinking skills through close reading of literary texts, cultural artifacts, and critical/analytical essays on these subjects; to introduce the skills, principles, and terminology of literary interpretation; to gain an appreciation for the art and politics of literary and cultural representations; to develop an awareness of the correlation between literary and cultural artifacts, and their social and cultural contexts; to gain a broad understanding of genres—in literary, oral, aural, and visual media—as well as how these genres can interact with one another to become familiar with scholarly and popular debates over literary canons, critical analysis, and cultural studies. Credits 3, Class hours 3, Lab hours 0, Fall

MLFR-302  Intermediate French II
This is the second course of a two-course sequence at the intermediate level. The sequence provides students with the tools necessary to increase their ability to function in French. Communicative activities, contemporary texts, vocabulary study, and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary French life and culture as well as the cultures of the Francophone world. This course is designed to help students improve their vocabulary and better use their knowledge of the French language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in French. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: French, their own view of it and their perspective of that situation in their own country. They will learn how to converse in French and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in French on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in French, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLFR-301 Intermediate French I or equivalent proficiency; students must take the placement exam if this is their first RIT French class, and they have some prior study of French). Credits 3, Class hours 3, Lab hours 0, Spring

MLGR-302  Intermediate German II
This is the second course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in German. Communicative activities, contemporary texts, the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary German life and culture. This course is designed to help
students improve their vocabulary and better use their knowledge of the German language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in German. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: German, their own view of it and their perspective of that situation in their own country. They will learn how to converse in German and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in German on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in German, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLGR-301 Intermediate German I or equivalent proficiency; students must take the placement exam if this is their first RIT German class, and they have some prior study of German. Credits 3, Class hours 3, Lab hours 0, Spring)

**MLIT-302 Intermediate Italian II**

This is the second course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in Italian. Communicative activities, contemporary texts, and the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary Italian life and culture. This course is designed to help students improve their vocabulary and better use their knowledge of the Italian language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Italian. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Italian, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Italian and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Italian on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in Italian, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLIT-301 Intermediate Italian I or equivalent proficiency; students must take the placement exam if this is their first RIT Italian class, and they have some prior study of Italian). Credits 3, Class hours 3, Lab hours 0, Spring

**MLSP-302 Intermediate Spanish II**

This is the second course in the Intermediate Spanish sequence (second year). Intermediate Spanish II is a composition course, emphasizing grammar re-view, composition, business-letter writing, Spanish for the Professions, and culture, while also including work in speaking
and listening. The basic skills learned in the first year courses are now put into practice. In addition to the language work, there is significant work on cultural topics of Spanish-speaking countries at the intermediate level. (MLSP-301 Intermediate Spanish I or equivalent proficiency; students must take the placement exam if this is their first RIT Spanish class, and they have some prior study of Spanish) Class 3, Credit 3 (S)This course is designed to help students improve their vocabulary and better use their knowledge of the Spanish language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Spanish. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Spanish, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Spanish and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Spanish on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in Spanish, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes. **Credits 3, Class hours 3 Lab hours 0, Spring**

**ANTH-380 Nationalism and Identity**

Nationalism is often described in terms of strong sentiments and acts of self-determination on the part of members of a nation as distinct from the state that is necessarily a territorially and politically defined entity. This course will explore leading theories related to the origins of contemporary nationalism and nationalism's importance within the context of state societies, especially in Europe. The past as an invented historical or imagined reality will be highlighted, as invented pasts contribute to claims for exclusive national culture and both exclusive and contested identities. The relationships between culture, literacy, and capitalism will be applied to understanding select historical and ethnographic cases of nationalism. To enable students to: demonstrate knowledge of cultural and political processes that inform the process of nationalism; demonstrate knowledge of the relationship between nationalism and invented tradition; demonstrate knowledge of the relationships between identity, culture and nationalism; demonstrate knowledge of transnational processes in relation to both nationalism and globalization. **Credits 3, Class hours 3, Lab hours 0, Spring**

**Social and Cultural Theory**

This course explores influential classical and contemporary theories regarding society and culture. Students will assess the utility of different theories in addressing key enduring questions regarding human behavior, the organization of society, the nature of culture, the relationship between the individual and society, social control and social conflict, social groups and social hierarchy, the operation of power, cultural and social change, and the interplay between the global and the local. Theories will be marshaled to shed light on contemporary social and cultural phenomena and problems such as crime, violence, exploitation, modernity, and globalization. Cross-listed with SOCI-301. (Any one of the following: ANTH-101 Discovery of Sociology and Anthropology, SOCI-101 Discovery of Sociology and Anthropology, ANTH-102 Cultural Anthropology, ANTH-103 Archaeology and the Human Past, SOCI-102 Foundations of Sociology, SOCI-103 Urban Experience.
Entrepreneurship in hospitality and tourism is recognized as providing many benefits, including economic growth, job creation, and innovation, to regions and economies. This course will provide an introduction and overview to entrepreneurship in the hospitality industry and the creation of new enterprises at the national, firm and individual levels. Various models and case studies from the world of hospitality will be employed to analyze opportunities and to provide real world, global hospitality examples of relevant issues. Venture financing and entrepreneurial strategies for hospitality businesses will receive particular attention. Significant time will be devoted to translating entrepreneurs’ (students’) visions and identified hospitality-related opportunities into creating a business plan. This business plan will provide a blueprint for starting and running a new hospitality enterprise. The focus will be on developing a viable “real world” hospitality venture with practical considerations that is supported by financial modeling and projections. This course directs students to apply field research and project management strategies in an effort to give students a thorough understanding of the business environment. Over the course of the quarter, students will be researching a business of their choice. The focus will be to develop analytical skills that will help students better understand all aspects of starting, owning and successfully building a new venture. Business Plan training will be complimented and augmented with the examination of an alternative to venture formation; namely, effectuation, an approach used by expert entrepreneurs in situations characterized by high levels of uncertainty. (Financial Accounting (ACCT-110) is a prerequisite for this course). Credits 3, Class hours 3, Lab hours 0, Spring

Students will learn the criteria that owners and developers follow in developing hotel concepts and locating them in key markets where they will succeed. Students will also learn the steps in site selection, working with the trades in the construction phase, and turning the operation over to management. At the operation phase an engineering and maintenance department will be created to keep the property running efficiently and effectively for guest and employee safety and for cost efficiency. Special topics covering replacement and renovation will be addressed. The management incentives for creativity and innovation in technology and best practices will be a concurrent theme. This course will teach students the steps in developing hospitality operations from initial concept, site selection, construction and operations. Hospitality students should be educated in the best practices for maintaining a physical plant in order to maintain the real optimum estate value and the maximum efficiency of the plant for safety and to enhance management objectives. (HSPT-131 Hotel Management and Operations). Credits 3, Class 3, Credit 3, Fall
Dear students please find on the following pages sample of course descriptions for International Hospitality and Service Management program, offered at RIT Croatia, Dubrovnik campus in the Senior year.

*This is a sample of how your schedule would look like if you enroll in Fall or Spring semester of your Senior year (please note that you will work individually with your academic advisor on creating your study plan):

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Check course classification (s)</th>
<th>Term: Spring 4</th>
<th>Course Number &amp; Title</th>
<th>Check course classification (s)</th>
<th>Term: Spring 4</th>
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</thead>
<tbody>
<tr>
<td>HSPT-481 Leadership Innovation in Service Industry</td>
<td>3 X</td>
<td>LHSM Concentration Course 3</td>
<td>3 X</td>
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<tr>
<td>IHSM Concentration Course 3</td>
<td>3 X</td>
<td>LAS Elective: ANTH-210 Cultures in Globalization</td>
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<tr>
<td>IHSM Concentration Course 4</td>
<td>3 X</td>
<td>IHSM-490 Senior Project</td>
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<td>Free Elective</td>
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<td>Free Elective</td>
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<tr>
<td>LAS Immersion 3</td>
<td>3 X</td>
<td>HSPT-383</td>
<td>3 summer semesters of cooperative education, 9 program electives, 6 free electives</td>
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<table>
<thead>
<tr>
<th>Term credit total</th>
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<tbody>
<tr>
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<td>Credits: 122</td>
<td>Liberal Arts &amp; Sciences: 52</td>
<td>Major: 54</td>
</tr>
</tbody>
</table>

Course numbering: RIT courses are generally referred to by their alphanumeric registration label. The four alpha characters indicate the discipline within the college. The final three digits are unique to each course and identify whether the course is noncredit (less than 099), lower division (100-299), upper division (300-599), or graduate level (600 and above).

Unless otherwise noted, the following courses are offered annually. Specific times and dates can be found in each semester's schedule of courses. Prerequisites/corequisites are noted in parentheses near the end of the course description.
IHSM-490  
**Senior project**

This is a capstone course requiring students to integrate skills and knowledge from other courses by conducting research into an area of professional interest or concern in hospitality or health care. The project incorporates gathering primary data, assessing and summarizing the data, and drawing conclusions from the data. The conclusions drawn form the foundation for recommendations for innovation and improvement. This is a capstone course requiring students to integrate the skills and knowledge from other courses by conducting research into an area of professional interest or concern in hospitality or health care. The project incorporates gathering primary data, assessing and summarizing the data, and drawing conclusions from the data. The conclusions drawn lead to recommendations for innovation and improvement in processes or organizations. Secondary goals include project management, working with organizations that will support the primary research, gathering secondary research, and meeting RITs Writing Intensive-Program requirement. **Credits 3, Class hours 3  Lab hours 0, Spring**

HSPT-481  
**Leadership Innovation in Service Industry**

As future leaders in the hospitality and service industry students will be called upon to create innovative organizational forms that are flexible enough to change with the demand and information so essential for success. In this course students examine their style of leadership. It also examines how the values, beliefs, expectations and assumptions of the members of the organization affect the style of leadership that best suits the company. In addition students analyze current leadership theory and how people learn to progress effectively as future leaders in the hospitality and service industries. “The key to successful leadership today is influence, not authority.” (Kenneth Blanchard) The goal of this course is to introduce students to definitions, knowledge and skills related to contemporary global management and leadership and to provide them with skills, training and opportunities to assess their own skills as managers and leaders and to create a personal development plan. This is a capstone course so students are expected to bring with them knowledge from the previous 3 years of education. (restricted to students with at least 3rd year standing) **Credits 3, Class hours 3, Lab hours 0, Fall**

HSPT-477  
**Marketing for Entrepreneurs in the Hospitality Industry**

This course examines the merger of two traditionally distinct areas of study: marketing and entrepreneurship. Whereas marketing research and texts commonly examine established firms and entrepreneurship addresses new enterprises, entrepreneurial marketing blends the two areas of research and considers marketing in hospitality and tourism new enterprises. Distinct differences between traditional marketing and entrepreneurial marketing techniques will be discussed within the context of tourism and hospitality sectors. The unique, proactive and innovative nature of entrepreneurial marketing will be explored through lectures and case study analyses of hospitality firms. The course project provides for application-based learning and field-based research. Marketing research and textbooks have traditionally focused on large, established organizations. This course, instead, will expose students to an emerging marketing approach, entrepreneurial marketing, in the fields of hospitality and tourism utilized by new enterprises and organizations operating in turbulent environments. Students will be introduced to marketing principles well suited to the unique characteristics of such environments, providing them with an array of marketing activities to successfully operate in such conditions. **Credits 3, Class hours 3 Lab hours 0, Fall**
HSPT- 235  
**International Destinations**  
This course introduces the student to the most famous travel destinations in the world. Specific emphasis is placed on understanding the cultural and political differences presented at these locations and what makes them unique. Students explore the role governments and the media play in generating destination appeal. Moreover how international destinations are growing and declining as it relates to the industries of hospitality. Furthermore, student’s internship opportunities and benefits are emphasized. **Credits 3, Class hours 3, Lab hours 0, Spring**

ECON- 201  
**Principles of Macroeconomics**  
This course is designed to enable students to analyze issues such as growth, inflation, unemployment, interest rates, exchange rates, technological progress, and budget deficits. The course will provide a unified framework to address these issues and to study the impact of different policies, such as monetary and fiscal policies, on the aggregate behaviour of individuals. The course develops the concept and tools of analysis needed to understand how overall performance of an economic system is determined and affected by decisions made in the household, business sector, government and foreign sectors. After completing this course, students will be provided with better understanding of the decision making at the level of an entire economy. **Credits 3, Class hours 3, Lab hours 0, Fall**

HSPT-475  
**Entrepreneurial and Responsible Leadership for Hospitality Ind.**  
This course teaches students how to become entrepreneurial leaders who focus on hospitality organizations of today and prepare for future challenges of designing effective hospitality organizations. The following topics will be explored: hospitality organizations of the future, entrepreneurial leadership traits, creating an enterprising culture in the hotel industry, lessons from hospitality leaders. This course will teach students to become entrepreneurial leaders who focus on hospitality organizations of today and prepare them for future challenges of designing effective hospitality organizations. Students will identify personal and social responsibility issues of today's global business. Students will learn why alignment with organization is essential for maintaining sustainable hospitality enterprises. Students will develop different case study scenarios and prove that creating an enterprising culture within organizations is a key success factor. **Credit 3, Class hours 3, Lab hours 0, Spring**

HSPT- 374  
**Hospitality Enterprise Management and Growth**  
Enterprises in hospitality and tourism pass through many stages as they grow from a start-up to a mature organization. This course highlights what must be accomplished during each stage to ensure that hospitality business development is continued and sustainable. The critical point of the course is to give students an in-depth understanding of risks while developing and growing a company. Tools and skills necessary to create and grow a successful new tourism or hospitality enterprise with potential to expand will be examined as well. Students will actively discuss concepts and possible alternatives in operating enterprises. The critical point of this course is to give students an in-depth understanding of a specific field of entrepreneurship where we intend provide an introduction to the important insights of how to grow a successful entrepreneurial business. The course is designed so the students, individually and in teams, will actively discuss concepts and possible alternatives in operating
and growing a business. Topics also include growth strategies such as vertical or horizontal expansion, managing acquisition. There is often said that growth, if not properly managed, can overwhelm a business and destroy value sometimes even fatally. Also the research shows that every business growth faces common challenges. The course format is case based and will provide students with a solid foundation in managing the growth of hospitality and tourism enterprises while balancing resources and constraints specific to these industries. A key success factor for competitiveness in a globalized hospitality industry is having innovative management approaches. Resource constraints of all types (human, financial, etc.) in small and medium sized hospitality enterprises can be eliminated/reduced by creating highly organized and disciplined enterprise dynamics. This requires using knowledge of growth management. Throughout the course it will be emphasized that hospitality entrepreneurs are primarily interested in developing their businesses into significant business entities. 

**Credits 3, Class hours 3, Lab hours 0, Spring**

**HSPT- 334 International Resort Management**

The course gives the student an understanding of how resorts and their recreational amenities are developed as tourist and business destinations. Focus is on the planning, development, operation, design, and special needs of golf, ski, marina, tennis, and spa operations. As part of this study, students select a specific type of property and analyze the methods used to develop, manage, and innovate the property's service offering. This course provides students with an understanding of the recreational operations associated with resort properties. Students need to understand the service and facility challenges in operating resort hotels and identify International areas of corporate resort growth. Differences in design and management standards across developing markets are important for students preparing to work in an international environment. Performance metrics among different resort amenities are compared. 

**Credits 3, Class hours 3, Lab hours 0, Spring**

**HSPT- 234 Negotiation & Conflict Resolution**

Everything in our lives today is a negotiation, from resolving conflicts with family members, dorm mates and fellow students to employees, employers and organizations. This is complicated by the fact that we live in a global environment facing intercultural issues daily. This course will identify the students' preferred styles of negotiation, how to identify the strategies and styles of others and most importantly how to innovatively work with the other person in a conflict to establish a resolution to the problem. The course deals with competitive negotiations and collaborative negotiations, and how to engage successfully in each type. The course examines the negotiation process within the hospitality/tourism industry by exploring the nature and sources of interpersonal conflict and its dynamics. Collaborative versus competitive approaches to managing conflict are discussed. Role-play situations are used to differentiate and reinforce negotiation strategies. 

**Credits 3, Class hours 3, Lab hours 0, Spring**

**HSPT- 266 History of Premodern Japan**

Many different native and foreign traditions played key roles in forming and shaping ancient and contemporary Japanese cultures. Among these we find Shinto, Buddhism, Confucianism and more recently Christianity and Western secular ideals. This course is intended to enable students to explore the ways these traditions came to nurture the major values and aspirations of the Japanese people. For example, one will explore the influence of Zen Buddhism on the development of the various forms of Japanese arts or the sources of the warrior culture of the Samurai with its code of conduct called Bushido and its role in setting individual and social
standards throughout the various periods of Japanese history including modern Japan. This course will also offer a quick survey of Japanese history with a special emphasis on the events that gave rise to its major religious, philosophical and social concepts. The primary objective of this course is to familiarize the students with the major concepts, ideas, beliefs, attitudes that shaped ancient and contemporary Japanese cultures. More precisely, by taking this course students should be able to: 1. identify these major concepts, ideas, etc., 2. understand their meaning within their proper contexts, and 3. see how they relate to common patterns in Japanese history and cultures. Another objective for this course is the use and development of critical thinking. This course is therefore meant to give students the opportunity to develop: 1. the skill of summarizing content, 2. the skill of listening to other people's points of view and taking notes, and 3. the skill of presenting one's point of view orally and in writing. Credits 3, Class hours 3, Lab hours 0, Spring

**ANTH- 210 Cultures in Globalization**

This course explores critical issues of globalizing culture. How are ideas, attitudes, and values exchanged or transmitted across conventional borders? How has the production, articulation, and dissemination of cultural forms (images, languages, practices, beliefs) been shaped by global capitalism, media industries, communication technologies, migration, and tourist travels? How are cultural imaginaries forged, exchanged, and circulated among a global consumer public? How has the internationalizing of news, computer technologies, video-sharing websites, blogging sites, and other permutations of instant messaging served to accelerate cultural globalization? Students will be introduced to anthropological perspectives on cultural globalization, the transmission of culture globally, and the subsequent effects on social worlds, peoples, communities, and nations. After completing this course successfully, the students should be able to: demonstrate knowledge of the key perspectives, concepts, and terminologies of cultural globalization; identify appropriate application of analytical tools and fundamental models and methods of analysis for assessing global change and local consequences; demonstrate foundational knowledge of qualitative research skills, including ethnographic and/or sociological research methods, for the analysis of concrete social or political situations in a global context; demonstrate knowledge of the relative rights of peoples, cultures, and societies in a global context; correlate the dynamic relationships between the mandates of globalization, political interests, local traditions, and cultural transformations. Credits 3, Class hours 3, Lab hours 0, Spring